Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Thomas More's Catholic Primary School
Number of pupils in school	315
Proportion (%) of pupil premium eligible pupils	15.2% (46 children) 39 FSM 5 Forces 1 Forces Ever 6 2 Post-LAC / Adopted
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3
Date this statement was published	30.9.22
Date on which it will be reviewed	1.10.23
Statement authorised by	Jeff Sendall
Pupil premium lead	Siobhan Silk
Governor / Trustee lead	Paul Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,880
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£57,880

Part A: Pupil premium strategy plan

Statement of intent

Our school improvement plan states that we will “develop teaching and learning to be effective for all pupils to ensure that they learn well and achieve well across the curriculum.” This underpins all actions for all areas, especially those children from disadvantaged backgrounds and those children who we consider to be vulnerable. We are dedicated to narrowing the gap of attainment, achievement and opportunities experienced by our disadvantaged and vulnerable pupils.

Our policy is to look at all children and their family’s circumstances and backgrounds and use our pupil premium funding to support all those children who we consider to be vulnerable or disadvantaged according to their individual needs and situations.

Through assessment, pupil voice, learning walks and book looks, we have evaluated the causes and barriers faced by our disadvantaged pupils and have established our priorities and actions based on these.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap whilst at the same time benefitting the non-disadvantaged pupils in our school too. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy considers all reasons why children may not be achieving, whether that be situations in school or external to school. We strive to make sure that we consider each child holistically, supporting them and their family wherever possible.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	**Engagement and independence** Through learning walks by PP lead, SENDCo and SLT, engagement and independence has been noticed as a particular learning barrier for the PP children. Teachers note that independence has suffered as a continued result of Covid school closures.
2	**Reading** Through monitoring of reading and home learning, in each class there is a noticeable gap between PP and non PP children who complete home-learning tasks. This is particularly true for reading. Our reading data show that in Year 6 50% of our PP children achieved EXS+ compared to 70% of non PP. In Year 2 25% of PP children achieved EXS+ compared to 74% of non PP children. This is similar to results across all year groups.
3.	**Attendance** There has been a recent increase in the number of parents reporting anxiety and mental health problems with their children. This has a negative impact on the children's punctuality, attendance and ability to learn. There more PP children experiencing this than not.
4	**Language Skills** Language skills have been observed as being poorer in Reception and Year one. There are more PP children than non PP children who have language or speech delay. Due to covid, waiting lists to see speech and language therapists are reaching over a year so early intervention is rarely happening. Talking to staff, they feel that they have not got the training to support these children as well as a qualified SLT.
5	**Maths** Through internal data scrutiny it is noted that children with PP are performing lower in maths than in reading and writing Yr 6 36% of PP children are achieving EXS+ compared to 62% of non PP children. Yr 2 25% of PP children are achieving EXS+ compared to 34% Non PP children.
6	**LSA role** Continuing to develop the role of the LSA in supporting our more vulnerable children.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
That **all children** have an enthusiasm to learn and are engaged in their learning. They have the confidence and enthusiasm to tackle a range of tasks independently.	Through learning walks, engagement and enthusiasm for learning is felt across all classes. Children are eager to talk about and explain about their learning.
More children are completing reading and home learning tasks and feel more confident to tackle learning.	There is at least a 10% rise in reading attainment for PP children.
Children with anxiety and mental health struggles feel supported and able to attend school on time every day.	Improved attendance and punctuality figures for those PP children.
Children with Speech and language delays are being assessed and appropriate targeted support is being given.	The number of SALT referrals has decreased.
Math lessons meets the needs of all children particularly those who are disadvantaged.	There is at least a 10% increase in mathematics attainment across all year groups and all pupils.
LSAs feel confident and supported with a range of strategies to support the most vulnerable learners.	LSAs are seen in classes fully supporting vulnerable children using a range of strategies.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 19,003

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint part time SALT to work with pupils who are experiencing speech or language delay and work with parents and staff on strategies and interventions to help.	Early intervention and early speech and language support greatly increases children's early writing and reading attainment. EEF research – oral interventions have a high impact on pupil outcomes of 6 months' additional progress. EEF: Oral Language Interventions	4
Introduce ELS Phonics and cued articulation across the whole school to ensure validity to a scheme.	Recent DFE guidelines state that a validated scheme should be used across the school used with consistency and validity. Through research and visiting phonic programmes taught in local schools we selected ELS. https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes To assist children to produce clear and accurate sounds we will introduce cued articulation alongside each new phonic sound. https://www.soundsforliteracy.co.uk/research.html	2 4
Introduce and deliver Mastering Number programmes in years R-2 to ensure early maths facts are taught. *(NCETM)*	It is researched that early number fact recall further develops number and mathematical skills later in children's education. https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/	5
Mastering maths being introduced by Maths Lead. This approach will be introduced across	NCETM state that "children's chances of success are maximised if they develop deep and lasting understanding of mathematical procedures and concepts."	5

the whole school to ensure high quality maths teaching. *CPD for all staff and maths manager training.*	Hampshire maths advisors have shown and delivered ways to ensure that children are mastering their maths.	
CPD on roles of LSA's and how best to support all pupils.	Quality first teaching is known to be more effective than interventions, this will be seen by LSA's and teachers.	6
CPD/ staff meetings and team teaching on strategies for engagement and independence delivered through metacognition and self-regulation.	Metacognition and self-regulation are shown to have high impact through the primary phase. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £22,969

Activity	Evidence that supports this approach	Challenge number(s) addressed
Floating HLTA in all phases to deliver interventions and targeted support.	Targeted support at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2,4,5,6
Interventions delivered by TA's – these will be specific and targeted. This will include interventions for oral and spoken language	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	2,4,5,6
Eight O clock Club This is a morning club for targeted children giving them bespoke work. Activities to close the gaps. These children are evaluated and changed regularly.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: *£15,908*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Explorers' club This is a twice weekly after school club focussing on forest school type activities to develop children's confidence, language skills and behaviour.	The EEF states that physical activity has important benefits in terms of physical health and well-being. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1,3,4
WASP (wellbeing and support practioner) This is specialist support to help children manage their feelings and emotions	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	2,3
Family and child support worker Works alongside families offering support to both the parents and the children. She will also help with form filling and accessing support for housing and finances.	According to the EEF 'parental engagement has a positive impact on average of 4 months' additional progress.'	2,3
Small fund to support families with after school activities, trips, residentials, emergency needs.	Based on school experience, there is a need to set aside funding to support children in a crisis or at short notice with necessary uniform, equipment or trip costs to avoid them missing out or feeling different.	All
Reading nook Reading volunteers Reading partners throughout school Book resources	Research and evidence show that reading fluency and comprehension has a positive impact on all areas of achievement.	2

	https://educationendowmentfoundation.org.uk/news/voices-from-the-classroom-reading-fluency-in-the-primary-classroom?utm_source=/news/voices-from-the-classroom-reading-fluency-in-the-primary-classroom&utm_medium=search&utm_campaign=site_search&search_term=reading	

Total budgeted cost: £57,880

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Internal assessments during 2020 and 2021 have indicated that the performance of our disadvantaged pupils remains the same, with a very slight increase for one or two pupils. The impact of two school closures and several national lockdowns continues to be felt particularly by this group of children despite many initiatives and support specifically designed to help the disadvantaged pupils.

Our *Eight O' Clock Club* runs every morning before school to support small groups of children with targeted support on specific areas of their learning. The benefits of this is seen in individual progress within their books but not necessarily in achieving ARE. The children invited are reviewed regularly. On reviewing our current practice, it has been decided that to have the greatest impact we need to be more focussed on an area of learning/ need and focus on this one area for a short period of time and then review every half term.

Explorers' club is designed to support those children who lack confidence or wider social experiences at home. This is a very successful club where children experience a variety of wider experiences. Pupil voice and staff and parents' surveys have confirmed the success of this club which is run twice a week after school. This will continue next year with one member of staff leaving and being replaced with another.

Attendance rates have improved with our disadvantaged children. Where attendance is still low, we are supporting the family to ensure their attendance improves.

We have reassessed our priorities and what we feel will make more impact.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This year our *Little Troopers* club started again for our military families. We meet monthly, and staff with military partners also lead the sessions. We also go on trips together and support is given particularly when parents are on deployment.
What was the impact of that spending on service pupil premium eligible pupils?	The children reported that they liked being with children who experienced the same as them. A number of parents have thanked us for running the club as it is greatly received by the children. A sense of shared belonging.