Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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% (48 children) 39 FSM 6 Forces 2 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	30.12.21 (Updated 05.01.22)
Date on which it will be reviewed	1.11.22
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	£58,485
Recovery premium funding allocation this academic year	£2,827
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,806
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	£63,118

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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 is also integral to wider school plans for education recovery, notably in its targeted support through additional teachers in phases and targeted support groups for those pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	*Assessments and observations of children has shown the impact of attainment for all children following disruption due to Covid 19.* 64% of FSM children below ARE in reading 67% of FSM premium children below ARE in writing 73% of FSM premium children below ARE in maths The percentage of FSM children in years 1-3 and 5 performing below ARE is considerably lower than in years 4 and 6.
2	Through observations and discussions with staff, Independence and stamina of learning largely affected by Covid 19 has had an impact on children's attainment and achievement.
3.	Assessments and observations have identified that there are fewer children achieving greater depth across reading, writing and maths. There are no Pupil premium children achieving greater depth in the school.
4	Language skills have been observed as being poorer in Reception and Year one.
5	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Improve reading attainment for disadvantaged children	KS2 reading outcome in 2024/25 show that more than 60% of disadvantaged children met the expected standard (currently 12.5% in year gp)
Improve writing attainment for disadvantaged children	KS2 writing outcome in 2024/25 show that more than 60% of disadvantaged children met the expected standard (currently 12.5% in year gp)
Improve maths attainment for disadvantaged children	KS2 maths outcome in 2024/25 show that more than 60% of disadvantaged children met the expected standard (currently 12.5% in year gp)
Improve independence and stamina for all children	Through observations and book looks children are consistently showing an improvement in independence and stamina.
Increase numbers of children achieving greater depth across the school, particularly pupil premium children.	KS2 results show an improvement in greater depth achievement and at least one disadvantaged child achieves greater depth.
Support the emotional wellbeing of children considering the impact of Covid 19.	Through pupil voice and parent surveys higher levels of wellbeing are noted.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **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
Embed teaching strategies which meet specific needs. Staff training in Rosenshine principles etc	EEF research	1, 2, 3, 5
Embed strategies that will support the development of a rich and varied vocabulary. Purchase CPD for staff and resources to support teaching	EEF research – oral interventions have a high impact on pupil outcomes of 6 months' additional progress. EEF: Oral Language Interventions	4
Further develop our culture of 'a love for reading' and ensure that all children are suitably challenged and supported to be fluent readers with excellent comprehension skills. Purchase and train staff in a new systematic synthetic phonics programme	Evidence form EEF suggests that phonics teaching has a very high impact on children's progress and attainment – particularly for the disadvantaged. EEF recommends a systematic phonics approach. EEF Guidance report: Preparing for Literacy at Key Stage 1 EEF Guidance report: Preparing for Literacy at Key Stage 2 The Reading Framework (DfE)	1, 3

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

Budgeted cost: £28,207

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring – Year 5/6	Tuition targeted 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	1,3
Maths support Y3/4	Tuition targeted 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	1, 3
Interventions delivered by TA's 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	1, 3,4
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, 3

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

Budgeted cost: *£15,908*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Explorer's 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)	4, 5, 6
ELSA 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)	5, 6
Community support worker Works alongside families offering support to both the parents and the children. She will also help with form filling and accessing support fo housing and finances.	According to the EEF 'parental engagement has a positive impact on average of 4 months' additional progress.'	5, 6
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

Total budgeted cost: £63,118

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 2020 to 2021 academic year.

Internal assessments during 2020 and 2021 have indicated that the performance of our disadvantaged pupils is lower than in previous years. The impact of two school closures and several national lockdowns and been felt particularly by this group of children despite lots of initiatives and support 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. This is seen in individual progress within their books but not necessarily in achieving ARE. The children invited are reviewed regularly.

Explorer's 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 parents survey has confirmed the success of this club which is run twice a week after school.

Catch up funding was spent on providing additional time for teachers to work one to one or with small groups to plug gaps that had been identified. A teacher run Easter school was also run for a week during the Easter holidays to also fill the gaps caused by the latest school closure. Although successful the effects were minimal due to the number of children who all required support and catch up.

We invited many disadvantaged pupils to attend school during the school closures and provided support through telephone calls, lunches and work support when appropriate and needed.

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

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Previously we spent the money on a monthly group for all those service children. Trips were also organised. Unfortunately, due to the children being from across the school we were unable to safely do this due to mixing bubbles due to Covid. It is our intention to resume this once it is safe to do so.
What was the impact of that spending on service pupil premium eligible pupils?	For the short time it was running the children reported that they liked being with children who experienced the same as them. A sense of shared belonging.