St Thomas More's Catholic Primary School

Disadvantaged Strategy Statement 2020-2021

1. Summary Information					
School	St Thomas More's Catholic Primary School				
Academic Year	2020-2021	**Total disadvantaged pupil budget**	**£61,345**	**Date of the most recent PP review**	Oct 2020
Total number of pupils	316	**Number of pupils eligible for PP grant**	53 (17%) FSM (13%)	**Date of next internal review**	July 2021
Total number of disadvantaged pupils FSM	41	**Number of other service children pupils**	10	**Number of PLAC pupils**	2

2. Current attainment (No 2020 data – current 2019 data)		
	Pupils eligible for PP (NA)	**Pupils not eligible for PP (NA)**
EYFS (5 pupils)	**5**	**39**
% of pupils achieving a Good Level of Development	20% (56.4%)	82.1% (74.%)
Year 1 Phonics (3 pupil)	3	**42**
% of pupils achieving the expected standard in Year 1 Phonics	66.7%% (70.7%%)	85% (83.3%)
KS1 (8 pupil)	**4**	**41**
% of pupils meeting expected+ in Reading	75% (61.8%)	78% (78.4%)
% of pupils meeting expected+ in Writing	75%(54.7%)	78% (73.1%)
% of pupils meeting expected+ in Maths	75% (62.2%)	78% (79.2%)
% of pupils with RWM+	75% (49.8%)	75.6% (68.9%)
KS2 (11 pupils)	**13**	**33**
% of pupils meeting expected+ in Reading	87.5% (58.6%)	83.3% (73.7%)
% of pupils meeting GDS in Reading	0 (15.1%)	20.8% (22.2%)
% of pupils meeting expected+ in Writing	87.5% (63.7%)	85.4% (78.9%)
% of pupils meeting GDS in Writing	0 (9.8%)	14.6% (20.2%)
% of pupils meeting expected+ in SPAG	62.5% (63.6%)	85.4% (78.4%)
% of pupils meeting GDS in SPAG	0 (21.9%)	18.8% (26.7%)
% of pupils meeting expected+ in Maths	37.5% (63.5%)	81.3% (79.1%)
% of pupils meeting GDS in Maths	0 (21.9%)	14.6% (20.2%)

% of pupils with RWM+		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A- C Academic attainment in Reading, Writing and Maths		
D. Langauge and communication issues		
E. Confidence and Low self esteem		
External barriers (issues which also require action outside school)		
F. Attendance (for some pupils)		
G. Lack of parental support		
H. basic needs/ enrichment opportunities		
I. Service children being affected by family members away from home		
E. Desired outcomes		
Desired outcomes and how they will be measured		**Success criteria**
A	**Academic ability – READING** All children in school develop a love of reading. Diminish the difference between PP and non-PP pupils in GDS outcomes in KS2. Pupil interviews/assessment data/pupil progress meetings.	Differences seen on entry are diminished over time. PP children achieve in line with non-PP children. During conversations with adults about their reading habits all pupils are able to describe confidently books which they like/ do not like and explain why.
B	**Academic ability – WRITING** Improve composition and effect in Writing. Diminish the difference between PP and non-PP pupils in GDS outcomes in KS1 and KS2. Pupil interviews/assessment data/pupil progress meetings.	Differences seen on entry are diminished over time. PP children achieve in line with non-PP children. EYFS and KS1 Children will develop a more extensive vocabulary and language skills.
C	**Academic ability – MATHMATICS** Diminish the difference between PP and non-PP pupils in outcomes based on individual starting points and mathematical skills and ability. Increased confidence in reasoning in Maths resulting in an increase in PP children achieving expected Standard at KS1. Diminish the difference between PP and non-PP pupils in GDS outcomes in KS2. Pupil interviews/assessment data/pupil progress meetings.	Differences seen on entry are diminished over time. PP children achieve in line with non-PP children. Bring the percentage of PP ch and non PP in line with each other.
D	**Language and communication** Some disadvantaged children are showing a lack of range of vocabulary which is inhibiting their writing and reading. Pupil interviews/assessment data/pupil progress meetings.	PP children will have a greater vocabulary to use within their work. PP children will have the confidence to volunteer information in class.
E	**Low self-esteem-** Children often show lack of confidence and independence in the classroom.	Children will feel valued and important members of the school community. Pupils will show an increased responses and contributions in class.

	Strength and difficulties questionnaires (SDQ's) / pupil progress meetings.	Children's SDQ scores from home and school will show an improvement in attitudes and behaviour at home and school.
F	**Attendance (for some pupils) –** The attendance of disadvantaged children improves Termly attendance checks and prompt action taken to address drops in attendance for disadvantaged pupils.	Reduction in the no. of persistent absentees among pupils eligible for PP Attendance for all disadvantaged children is in line with national at 96%
G	**Lack of parental Support** Some children are not supported in their learning activities at home. There can be a lack of interest from home. Increased home learning.	More home learning is completed and there is a better relationship between home and school.
H	**Basic needs/ enrichment opportunities-** Opportunities for enrichment are often lacking at home. Welfare issues can be apparent with PP children. Increased opportunities for PP children, welfare issues addressed.	Disadvantaged pupils involved in enrichment opportunities. Targeted disadvantaged pupils supported with resources or clubs. Fewer welfare issues are recorded for disadvantaged pupils
I	**Service children being affected by family members away from home** Some children from service families feel isolated and this is seen in emotional issues at school. Service children start to feel part of a unique community and not alone.	Service children are provided with pastoral support. Service children feel supported and not alone.
J	**PP children fallen further behind non PP children due to school closure (COVID)** There is the potential that the gap between PP children non – PP children have increased. Assessment show PP/ non PP attainment is in line with each other.	PP children have made academic progress and the gap between PP and non PP children is closing. PP children supported during any further school closures, or bubble closures.

F. Planned expenditure

	Barriers to learning	Strategies to address the need	How will it be implemented?	Staff Lead	Cost
A	**Academic ability – READING** • Working below age related expectations • Reading progress slow • Comprehension of text weak • Lack of support / reading practise at home.	• Continue to use 'HIAS' model for planning English learning journeys • Use parallel texts for cross curricular opportunities • Use the school library service to plan texts • Ongoing training programme for teaching assistants and teachers • Continue to develop a love of reading – staff as role models. • Targeted support for disadvantaged pupils in the class (core learning) and through intervention . • Curriculum resources	• TAs are timetabled to work with highlighted children who have a specific need and require appropriate provision. • Measured by Pupil interviews/assessment data/pupil progress meetings • Whole school approach led by TS/ LW • Additional teachers employed to deliver high quality focussed support for specific children.	Teaching Assistants / English leads / additional teachers.	Training costs - £2,066.59 for all three subjects) Interventions: £10,872 – across all three subjects. £352- Software (all three subjects £6,955 Resources (all three subjects)

	• Reluctance in reading • Lower frequency of reading at home leading to reduced literacy levels/ exposure of language	• Using the reading toolkit and teacher training to develop fluency and stamina. • Interventions and targeted support to close the gaps.			
B	**Academic ability - WRITING** • Working below age related expectations • Weak spelling • Poor oral language and communication skills • Lack of support at home	• Continue to use 'HIAS' model for planning English learning journeys • Moderation and development of staff subject knowledge • Training session for all staff (Teachers and Teaching assistants) for learning journeys and use and development of vocabulary. • Targeted support for disadvantaged pupils through intervention.	• All teaching staff to attend staff meetings on learning journeys, including strategies to support disadvantaged pupils • Interventions such as Lego therapy, social skills games, speaking and listening activities and speech and language support led by TAs and SALT working in the school. • Measured by Pupil interviews/assessment data/pupil progress meetings • Whole school focus on vocabulary development.	SALT TA / SALT Class teachers/ TAs	See above
C	**Academic ability – MATHS** • Working below age related expectations • Difficulties with basic mathematical concepts • Maths progress very slow • Lack of support at home • Less everyday experience of problem solving and reasoning in maths	• Extra curriculum enrichment opportunities to engage, encourage and inspire children. • Using CPA approach and mathematical apparatus such as Numicon to help disadvantaged pupils understand abstract concepts. • Targeted support for disadvantaged pupils both in the class and through intervention.	• Whole school training and development on maths teaching. Focus on reasoning and greater depth • TAs are timetabled to work with highlighted children who have a specific need and require appropriate provision. • Measured by Pupil interviews/assessment data/pupil progress meetings	Maths leader Inclusion manager/maths lead Class teachers/ maths lead Class teachers/ TAs SLT	See above

D	**Language and Communication** • Lack of vocabulary • Lack of experience of rich vocabulary	• Small groups to develop language and communication skills • Linked to learning journeys and work by English leads. • Whole school focus on the development of vocabulary across the school.	• Interventions to support communication E.G. Lego therapy • Explorers club to develop language skills for identified children • Lunchtime club for those children with social communication issues and those finding playtimes hard.	Class teachers/ TA SS/ MG / AY	Lunch time staffing costs (Appollo) £406.92 Explorers club: £4,833.75
E	**Low self-esteem** • Low self-worth • Lack of confidence	• Positive relationships between children and staff. • Performance opportunities – dance / music shows, Key stage performances – where possible due to covid restrictions.	• Performances (Harvest, Christmas, Spring and end of year along with inter school music and dance performances organised and run by staff. – dependent on Covid restrictions. • ELSA for identified children • Measured by –strength and difficulties questionnaires (SDQ's)	Class Teachers / TAs	ELSA- £4,104
F	**Attendance** • Persistent absentees (below 95% attendance) in disadvantaged groups.	• Termly overview sheet of attendance for all pupils, year groups and vulnerable groups. • Letter sent to all families of disadvantaged pupils whose attendance was below 95% in the previous academic year. • Pupils dropping close to 95% attendance are tracked carefully • Phone call or face to face meeting held for parents of any pupil dropping below 95% to gather 'the story' and offer support. • Persistent absentees will meet with family support worker regularly. • Special certificate and small prize given to class with the best attendance this term. • Regular attendance updates and reminders go out in the school newsletter 3 times a year.	• Inclusion Manager to track and monitor the attendance of all pupils including PP. Any pupils whose attendance drops close to 95% to be addressed. • Letters and phone conversations will be used to highlight the school concern and then a face to face meeting with families is arranged if needed. Where absences are persistent, HT to become involved. • Strategies have been introduced to celebrate the attendance of those pupils who are in school every day throughout the term / year. • Measured by admin staff and family support worker.	Headteacher/ Inclusion Manager	£1,864 Family support worker

G	**Lack of parental Support** • Home learning is not completed at home • Lack of engagement from home on learning.	• Homework club changed to become a targeted support programme which will change regularly in line with the children's attainment and progress. Name change to eight o clock club. • Parents encouraged to engage in learning.	• Eight o clock Club- Children motivated to complete targeted challenges and become more confident learners • Family learning events to inform parents in an engaging way to support their children – when covid restrictions allow.	SS/ MF/ LG/ NE/ AY Phase Leaders	Eight o clock club: £11,017.50
H	**Resources / basic needs** • Lack of proper PE kit • Hunger - Not eating breakfast before school • Lack of opportunity	• Breakfast club- extra member of staff employed for up to 8 PP children and after school club places. • Regular meetings with family support worker to discuss needs and barriers – support offered by school or through referring to the appropriate agency. • Extra-curricular clubs- up to 10 fully funded places per half term. • Holiday clubs- up to 3 funded places per half term holiday. • Educational visits and residential trips subsidised throughout the school year.	• This decision is made by SLT. Each situation is different and the school will do its best to provide what each child needs. • Head teacher and family support worker to meet regularly to discuss families that may have been referred by class teachers. Current provision / support is reviewed and further actions are set if the need is there. • Agreed subsidy for Y6 residential to ensure all pupils can attend. Other funding given to subsidise disadvantaged pupils who are unable to contribute.	SLT HT SLT	£750 - Music £400 extra-curricular clubs Holiday clubs £1,463 clubs/ trips/ residential £860
I	Service Children • Service children feeling isolated. • Behaviour and learning affected when parents away from home.	• Little Troopers club established to provide emotional and pastoral support for Service children.	• Half termly club for Service children in school time, a range of activities to develop a bond between each other. • Termly trips to develop confidence and pastoral support for each other.	SS/ RM	Little Troopers - £210
J	**PP children fallen further behind non PP children due to school closure (COVID)** • Gap between PP and non PP children potentially bigger due to Covid school closure.	• Additional teachers appointed to target specific children and groups of children to close the gaps and move them forwards.	• Teachers will identify targets and children tutors will address these in small groups and on a 1:1 basis. • Eight o clock club used to tackle specific gaps and targets.	All teachers	Catch up funding