



## Pupil Premium Strategy Statement

2019-2020

<b>St Thomas More Catholic Primary</b>					
Academic Year	2019/20	Total PP Budget	£77, 171.90	Date of most recent PP review	July 2019
Total Number of Pupils	422	Number of pupils eligible for PP	43	Date for next internal review of this strategy	July 2020

### 2. CURRENT ATTAINMENT based on 2019 KS2 SATs

Indicator	Pupils eligible for PP – Attainment (school)	Non PP – Attainment (school)	Pupils eligible for PP – Attainment (national average)	Non Pupil Premium– Expected standard (national average)	Pupils eligible for PP Progress (school)	Pupils eligible for PP Progress (national)	Pupils eligible for non-PP Progress (national)
% achieving in reading, writing maths	88.9%	84.3%	51.2%	70.7%			
% achieving expected reading	88.9%	90.2%	61.9%	78%	-0.56	-0.62	0.32
% achieving expected writing	88.9%	94.1%	67.7%	83%	0.33	0.26	0.26
% achieving expected maths	88.9%	96.1%	67.2%	83.6%	0.60	-0.71	0.36
% achieving GD in reading, writing maths	0%	17.6%	4.7%	13%			

**PLANNED EXPENDITURE**

**Academic Year:**

**2019/20**

**Quality of teaching for all**

Desired Outcome	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
<p>For all Pupil Premium children to receive provisions to support their outcomes in teaching and learning.</p>	<p>Teachers to track progress (steps) and be aware that the PP children should be making accelerated progress.</p> <p>Moderation meetings between year groups, HT, Dept, SENDCo, to be held to target PP children.</p> <p>Share with teachers the PP overview containing; attainment levels, progress, interventions, SEN, attendance, EAL, clubs and nurture groups.</p> <p>Teachers to use Target tracker to monitor their PP children that are HPA and those that are below expected level.</p>	<p>Teachers have autonomy about how to support their PP children. Using the target tracker they can assess whether their PP children have made accelerated progress and monitor if they are achieving the expected standards compared to the non-PP children.</p> <p>Interventions and booster session will support the PP children to making accelerated progress.</p>	<p>Provision maps updated termly.</p> <p>Assessment updated every 2 terms.</p> <p>Moderation meeting to be held regularly.</p> <p>Staff to be given overview for their records and to act upon.</p> <p>Tracking of data using Target Tracker and PP overview.</p>	<p>HT – VE</p> <p>PP lead – LM</p> <p>Forest School Lead - AR</p>	<p>Oct – 2019, March 2020 July 2020</p> <p>Forest sch- £11, 567 Clicker 7 - £226.59 ELS – £807.00 IDL - £1844.87 L.W - £4969.56 BRP – £11,207.14 Moderation Release- £2259.60 Phonics - £4969.56 Social Skills - £1156.70 Pre and Post interventions -£3830.40 Reading Reflex - £3470.10</p>

	<p>Interventions in place for the PP children that aren't making expected to accelerated progress and who are not achieving the same outcomes as non-pupil premium children. These include; Reading reflex, ELS, clicker 7 on Ipads, IDL, Better Reading program, learning mentors, pre/post lesson support.</p> <p>Learning walks will focus on specific vulnerable groups – PP children will be a focus.</p> <p>PP children will have access to Forest school and outdoor learning when opportunities arise.</p> <p>Children that require Nurture intervention to be recognised and receive early intervention.</p> <p>PP to have access to the Nurture support that we have in school – these include; Lego therapy, learning, mentor, special time, access</p>	<p>Moderation meeting between year groups and HT, dept HT, SENDCo, and PP lead will act as an open forum to discuss any PP children that are of a concern and further inventions/support can be put in place.</p> <p>Learning walks will be conducted to check PP are accessing the curriculum and making progress throughout the lesson. If not, what is in place to support them?</p> <p>Children are learning in the outside environment. They will learn a range of new skills linked to other areas of the curriculum.</p>	<p>This will be conducted over the academic year.</p> <p>AR – will timetable for children to access Forest School over the year. Each class will receive teaching in the outside classroom. Teachers will use the outside area for lesson and the story circle in the woods.</p>		<p>Mindful Monster – £75.00  Yoga - £459.40  Nurture Group – £2313.4  Meet and Greet mornings- £1612.50  Lego Therapy - £3420.00  Therapy Dog - £3420.00  Special Time - £5681.00  Talk Time (lunchtime) - £3225.00  Anger CBT - £1156.70  Anxiety CBT - £1156.70  Liz Fisher Music - £1800.00  Emotional Regulation - £1156.70</p>
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	to the POD for anger, anxiety, PALS and SULP, play leader training, lunchtime talking with the FLO.	Nurture groups will help children to cope with emotional needs. Without this intervention children will not have the ability to access the curriculum and their learning will be hindered. This is to help overcome some barriers to learning – children with low self-esteem, anxiety, behaviour issues. With this support in place this will develop their behaviour for learning; therefore closing the gap to achieve expected standard.			
<b>Total budgeted cost:</b>					<b>46, 308.08 – T &amp; L</b>
					<b>£23, 213.10 – Social &amp; Emotional</b>

Targeted support					
Desired Outcome	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
To target Pupil Premium children to have increased access to Sporting clubs and event, outside of the classroom.	<p>PP children to have access to a range of clubs during school and after school.</p> <p>Work with the PE co-ordinator and club lead to monitor the PP children access the clubs and sporting events. Keep a record using registers and track the percentage of PP involved in clubs and sporting events.</p> <p>Monitor and target PP attendance to clubs that are creative, fun and social.</p> <p>Select PP children that would benefit from a particular learning experience outside of the classroom. (Residential-Bude, MYG, Music events)</p>	<p>PP children that may not always excel in class will have the opportunity to achieve in either a sporting activity or creative.</p> <p>The desired income will be to boost self-esteem and give them a feeling of self-worth and achievement. Children will be part of a team and work/play alongside children that are in different year groups with common interests.</p> <p>Children with SEND will benefit from</p>	<p>Termly updates on the provision map and adding the review to track pre/post outcomes with regards to nurture/therapy groups</p> <p>PE co-ordinator to know who the PP children are to target them when offering club places and sport events outside of school.</p> <p>Club registers to be kept and PP that attend should be recorded.</p> <p>To monitor children interest of clubs and activities.</p>	<p>LM - PP lead</p> <p>AR and JD– PE coordinato</p> <p>JD – Club lead</p>	<p>December 2020 (end of term 2)</p> <p>April 2020 (end of term 4)</p> <p>July 2020 (end of term 6)</p> <p>J.D –£4969.56</p>

	Target PP SEND children – children to excel in areas outside the academic curriculum. Track children attending clubs with SEND.	achievements outside of the classroom – raising self-esteem and celebrating achievement.			
<b>Total budgeted cost:</b>					£ 4969.56
<b>Other Approaches</b>					
<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review implementation?</b>
To continue support for families of PP children to have increased	To support parents and guardians by giving them opportunities to	If parents feel supported and knowledgeable about what is	Dates in the diary for these are events are planned at the	HT – VE PP lead –LM SENDco –JA Pastoral Manager – JD	March 2019 – July 2019  Parenting group - £1024.20

<p>engagement and support from the school.</p>	<p>attend - parent evenings, curriculum evening, parent support group (run over a term), phonics workshops, open afternoons and SENDco coffee mornings/afternoons.</p> <p>Parents are kept up-to date with events and contacts they rely on through the academic year.</p> <p>Calendared events clear on school website.</p>	<p>expected from their children they are able to support their children at home. We have an open door policy so parents feel supported and know they can see a member of staff when they need to.</p> <p>Our SENDco coffee mornings are specifically designed to encourage an open forum so parents can receive support from each other as well as the school; building good relationships.</p> <p>Parents feel happier if they know who and when they can contact the teacher or the school for support.</p>	<p>beginning of the academic year.</p> <p>Updated in the school website for parents to access. Communicated through the school newsletter.</p> <p>To reiterate at the beginning of every academic year that we have an open door policy and we are here to support their children in all areas of school life.</p>	<p>Class Teachers</p>	<p>Academic Workshops - £1656.52</p>
<b>Total budgeted cost:</b>					<b>£2680. 72</b>
<b>Total Cost:</b>					<b>£77, 171.90</b>

## 6. REVIEW OF EXPENDITURE

Previous Academic Year

2019/20

i. (enter priority)

Desired Outcome	Chosen Action/Approach	Estimated Impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons Learned <i>(and whether you will continue with this approach)</i>	Cost
<p>For all Pupil Premium children to receive provisions to support their outcomes in teaching and learning.</p>	<p>Teachers to track progress (steps) and be aware that the PP children should be making accelerated progress.</p> <p>Moderation meetings between year groups, HT, Dept, SENDCo, to be held to target PP children.</p> <p>Share with teachers the PP overview containing; attainment levels, progress, interventions, SEN, attendance, EAL</p>	<p>Teachers used the overview and implemented interventions to support accelerated learning and learning gaps.</p> <p>Nurture groups were also run for children struggling with SEMH, (Social, Emotional and Mental Health). This supported them academically because they had the emotion support to learn in a safe and stable environment.</p>	<p>This approach will be continued but it will focus heavily on targeting the PP children that have increased gaps in their learning due to the covid-lockdown where learning was taught via a remote learning platform or by providing home learning packs.</p> <p>Teachers will use the previous year's overview and compare against current assessment to closely monitor children that have fallen further</p>	<p>Oct – 2019, March 2020, July 2020</p> <p>Forest sch- £11, 567 Clicker 7 - £226.59 ELS – £807.00 IDL - £1844.87 L.W - £4969.56 BRP – £11,207.14 Moderation Release- £2259.60 Phonics - £4969.56 Social Skills - £1156.70 Pre and Post interventions - £3830.40 Reading Reflex - £3470.10</p>



	<p>Teachers to use Target tracker to monitor their PP children that are HPA and those that are below expected level.</p> <p>Interventions in place for the PP children that aren't making expected to accelerated progress and who are not achieving the same outcomes as non-pupil premium children. These include; Reading reflex, ELS, clicker 7 on Ipads, IDL, Better Reading program, learning mentors, pre/post lesson support.</p> <p>Learning walks will focus on specific vulnerable groups – PP children will be a focus.</p> <p>PP children will have access to Forest school and outdoor learning when opportunities arise.</p> <p>Children that require Nurture intervention to be recognise and receive early intervention.</p>	<p>Unfortunately, due to covid-19 the last teacher assessment was completed in term 4.</p> <p>Therefore, not all children achieved more than expected 6 steps of <b>progress</b> for reading, writing and maths.</p> <p><b>Reading Term 2</b> Exp - 60% Accelerated – 0%</p> <p><b>Reading Term 4</b> Exp – 77% Accelerated – 30%</p> <p><b>Writing Term 2</b> Exp – 58% Accelerated – 16%</p> <p><b>Writing Term 4</b> Exp – 70% Accelerated – 25%</p> <p><b>Maths Term 2</b> Exp – 53% Accelerated – 12%</p> <p><b>Maths Term 4</b> Exp – 70% Accelerated – 32%</p>	<p>behind; provision will be planned, implemented and monitored.</p>	<p>Mindful Monster – £75.00 Yoga - £459.40 Nurture Group – £2313.4 Meet and Greet mornings- £1612.50 Lego Therapy - £3420.00 Therapy Dog - £3420.00 Special Time - £5681.00 Talk Time (lunchtime) - £3225.00 Anger CBT - £1156.70 Anxiety CBT - £1156.70 LF Music - £1800.00 Emotional Regulation - £1156.70</p> <p><b>TOTAL - 46, 308.08 – T &amp; L</b></p> <p><b>£23, 213.10 – Social &amp; Emotional</b></p>
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	<p>PP to have access to the Nurture support that we have in school – these include;  Lego therapy, learning, mentor, special time, access to the POD for anger, anxiety, PALS and SULP, play leader training, lunchtime talking with the FLO.</p>	<p><b>Reading –</b>  Term 2  51% achieved Expected standard  0% achieved greater depth  Term 4  52% achieved Expected standard  10% achieved greater depth</p> <p><b>Writing –</b>  Term 2  41% achieved expected standard  2 % achieved greater depth  Term 4  48% achieved Expected standard  7% achieved greater depth</p> <p><b>Maths –</b>  Term 2  51% achieved expected standard  2% achieved greater depth  Term 4</p>		
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57% achieved Expected standard  
7% achieved greater depth

End of year SATs prediction

End of Year Predictions Percentages				
	HNM	WTS	EXS +	GDS
Reading	5%	10%	85%	38%
Writing	5%	7%	89%	25%
Maths	3%	11%	85%	33%
GPAS	5%	7%	89%	36%
Science	3%	11%	85%	21%
Combined R, W, M			84%	16%

14 out of 61 are PP  
PP children – Reading  
HNM – 14%  
WTS – 7%  
EXS – 57%  
GDS – 21%  
**Out of 14**

Non PP children –  
Reading  
HNM – 2%  
WTS – 10%  
EXS – 77%  
GDS – 42%  
**Out of 47**

14 out of 61 are PP  
PP children – Writing  
HNM – 14%  
WTS – 7%  
EXS – 64%  
GDS – 14%

		<p>Out of 14</p> <p>Non PP children – Writing</p> <p>HNM – 2%</p> <p>WTS – 6%</p> <p>EXS – 63%</p> <p>GDS – 28%</p> <p>Out of 47</p> <p>14 out of 61 are PP</p> <p>PP children – SPAG</p> <p>HNM – 14%</p> <p>WTS – 7%</p> <p>EXS – 50%</p> <p>GDS – 29%</p> <p>Out of 14</p> <p>Non PP children – SPAG</p> <p>HNM – 21%</p> <p>WTS – 6%</p> <p>EXS – 53%</p> <p>GDS – 38%</p> <p>Out of 47</p> <p>14 out of 61 are PP</p> <p>PP children – Maths</p> <p>HNM – 7%</p> <p>WTS – 14%</p> <p>EXS – 64%</p> <p>GDS – 14%</p> <p>Out of 14</p>		
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		<p>Non PP children – Maths  HNM – 21%  WTS – 13%  EXS – 47%  GDS – 38%  Out of 47</p>		
<b>ii. (enter priority)</b>				
<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>Estimated Impact:</b> <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	<b>Lessons Learned</b> <i>(and whether you will continue with this approach)</i>	<b>Cost</b>
To target Pupil Premium children to have increased access to Sporting clubs and event, outside of the classroom.	<p>PP children to have access to a range of clubs during school and after school.</p> <p>Work with the PE co-ordinator and club lead to monitor the PP children access the clubs and sporting events. Keep a record using registers and track the percentage of PP involved in clubs and sporting events.</p>	<p>Children had a range of clubs offered to them. These consisted of sports and creative clubs. Clubs were offered from T1 – T3. Unfortunately, due to Covid-19 the school was closed until the new academic year.</p> <p>The impact was that a higher number of PP children were targeted to</p>	<p>This is will continue next year – PP children will be targeted to attend extra - curricular activities and their participation will be monitored. The offering of clubs will be delayed due to covid-19 protective measures. The offer of sports clubs for our disadvantaged children is even more imperative due to</p>	<p>December 2020 (end of term 2)  April 2020 (end of term 4)  July 2020 (end of term 6)  J.D –£4969.56</p>

	<p>Monitor and target PP attendance to clubs that are creative, fun and social.</p> <p>Select PP children that would benefit from a particular learning experience outside of the classroom. (Residential-Bude, MYG, Music events)</p> <p>Target PP SEND children – children to excel in areas outside the academic curriculum. Track children attending clubs with SEND.</p>	<p>access and take part in sports clubs and outside of classroom activities.</p> <p>Children were targeted and engaged in sports that they would not have necessarily participated in previously.</p> <p>Sports clubs – T3 took part 79% 34/43</p> <p>offered 12% 5/43</p> <p>didn't take part 9% 4/43</p> <p>Unfortunately due to covid-19, the residential trip did not go ahead. Alternative provisions have been planned.</p>	<p>isolation and limited time outside the home.</p> <p>Staff to target PP children and offer a range of clubs (not just sporting) but creative and academic.</p>	
<b>iii. (enter priority)</b>				
<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>Estimated Impact:</b> <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	<b>Lessons Learned</b> <i>(and whether you will continue with this approach)</i>	<b>Cost</b>
To continue support for families of PP children to have increased engagement and support from the school.	To support parents and guardians by giving them opportunities to attend - parent evenings, curriculum evening,	Parents had access to calendared open evenings, curriculum evening and workshops (phonics/parent support). The impact being	The parent support groups and workshops were well received. Going forward, the aim will be to continue with this approach, in order	Parenting group - £1024.20 Academic Workshops - £1656.52

	<p>parent support group (run over a term), phonics workshops, open afternoons and SENDco coffee mornings/afternoons.</p> <p>Parents are kept up-to date with events and contacts they rely on through the academic year.</p> <p>Calendared events clear on school website.</p>	<p>that all parents have the opportunities to be well informed up until school closure due to covid-19 in March.</p> <p>A remote learning platform was used to teach pupil and set work to support the parents with home schooling.</p> <p>Daily feedback was given and vulnerable children were contacted frequently to support academic progress and monitor well-being of the child and family.</p>	<p>to give parents consistent support.</p> <p>Feedback - The open classrooms and bring your parent to sessions are an effective way of engaging parents in their children's education and help parents to know academic and behavioural expectations. This supports parents with the knowledge to continue learning at home</p>	<p>Total - £2680.72</p>
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