

Pupil Premium Strategy Statement – REVIEWED

<u>2020-2021</u>

St Thomas More Catholic Primary						
Academic Year	2020/21	Total PP Budget	, -	Date of most recent PP review	Oct 2020	
Total Number of Pupils	412 – (At present 417)	Number of pupils eligible for PP		Date for next internal eview of this strategy	Oct 2021	

2. CURRENT ATTAINMENT based on 2020 KS2 SATs – (predicted levels)

Indicator	Pupils eligible	Non PP –	Pupils eligible	Non Pupil	Pupils eligible	Pupils eligible	Pupils eligible
	for PP –	Attainment	for PP –	Premium–	for PP	for PP	for non-PP
Predicted SATs	Attainment	(school)	Attainment	Expected	Progress	Progress	Progress
	(school)		(national	standard	(school)	(national)	(national)
	Predicted	Predicted	average)	(national			
	SATs	SATs		average)			
% achieving in reading, writing maths	79%	64%					
% achieving expected reading	57%	77%					
% achieving expected writing	64%	63%					
% achieving expected maths	64%	47%					
% achieving GD in reading, writing maths	7%	19%					

Academic Year:			2020/21				
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?		
For all Pupil Premium children to receive specific provisions that close the gap created from school closure due to Covid-19.	Teachers to track progress (steps) and be aware that the PP children should be making accelerated progress. Moderation meetings between year groups, HT, Dept, SENDCo, to be held to target PP children. Share with teachers the PP overview containing; attainment levels, progress, interventions, SEN, attendance, EAL, clubs, and nurture groups. Teachers to use Target tracker to monitor their PP children that are HPA and those that are below expected level.	Disadvantaged children will have been affected by the school closure and the gaps will have increased. Extra support and provisions will be in place using both the PP funding and the catch-up premium to close these gaps and get children back on track. Teachers have autonomy about how to support their PP children. Using the target tracker they can assess whether their PP	 Provision maps updated termly. Assessment updated every 2 terms. (including a baseline assessment in term 1) Moderation meeting to be held regularly. Pupil progress meetings. Staff to be given overview for their records and to act upon. Tracking of data using Target Tracker and PP overview. 	HT – VE PP lead – LM Forest School Lead - AR	October 2020 – Octob 2021 Forest sch- £6753.36 ELS – £498.40 IDL - £1,183.70 BRP – £9,781.20 Moderation Release- £2259.60 Phonics - £4969.56 Catch up interventions £9004.48 Accelerated Reader - £2,596.70 FSM books - £465 £37,512.00		

Interventions in place for	accelerated progress	AR – will timetable	Nurture Group –
the PP children that aren't	and monitor if they	for children to access	£3787.84
making expected to	are achieving the	Forest School over	Meet and Greet
 accelerated progress and	expected standards	the year. Each class	mornings- £1183.70
who are not achieving the	compared to the	will receive teaching	Therapy Dog - £3420.00
same outcomes as non-pupil	non-PP children.	in the outside	Special Time - £5681.00
premium children.		classroom.	Resources - £846.78
These include;		Teachers will use the	School therapy dog -
Reading reflex, ELS, clicker 7	Interventions and	outside area for	£1010.
on Ipads, IDL, Better Reading	booster session will	lesson and the story	
program, learning mentors,	support the PP	circle in the woods.	Total - £15,929.32
pre/post lesson support.	children to making		
	accelerated		
Learning walks will focus on	progress.		
specific vulnerable groups –			
PP children will be a focus.	Moderation meeting		
	between year		
PP children will have access	groups, HT, Dept HT,		
to Forest school and	SENDCo and PP lead		
outdoor learning when	will act as an open		
opportunities arise.	forum to discuss any		
	PP children that are		
Children that require	of a concern and		
Nurture intervention to be	further		
recognised and receive	inventions/support		
early intervention.	can be put in place.		
PP to have access to the			
Nurture support that we	Learning walks will		
have in school – these	be conducted to		
include;	check PP are		
Lego therapy, learning,	accessing the		
mentor, special time, access	curriculum and		
to the POD for anger,	making progress		

anvi	iety, PALS and SULP,	throughout the		
		lesson. If not, what		
	y leader training,			
	chtime talking with the	is in place to support		
FLO.).	them?		
	he event of future	Children are learning		
	sures, for remote	in the outside		
	ning (ClassDojo) or	environment. They		
	ning packs to be	will learn a range of		
acce	essible to all PP children.	new skills linked to		
Pupi	il engagement will be	other areas of the		
track	ked and recorded.	curriculum.		
Addi	litional support will be			
put i	in place for those that	Nurture groups will		
need	d it. This may include	help children to cope		
acce	ess to a devise/internet	with emotional		
conn	nection.	needs. Without this		
		intervention children		
		will not have the		
		ability to access the		
		curriculum and		
		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, it will develop		
		their behaviour for		
		learning; therefore		
		closing the gap to		
		closing the gap to		

		achieve expected standard.			
				Total budgeted cost:	£37,512.00 – T & L £15,929.32 - Social & Emotional
					£53,441.32
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 continue to target Pupil Premium	PP children to have access to a range of clubs during	Due to covid-19 and children having	Termly updates on the provision map and	LM - PP lead	J.D – £4969.56
children to have increased access to Sporting clubs and	school and after school, however this has been made difficult due to the	to isolate for a long time, so it is even more imperative	adding the review to track pre/post outcomes with	AR and JD– PE coordinato JD – Club lead	PD/AR - £6,520.80
event, outside of the	constraints of Covid-19. Clubs have been arranged to	that PP children have access to	regards to		

classroom whilst in	be delivered within their	physical and	nurture/therapy	
their bubbles.	bubbles and a yearly	mentally engaging	groups	
	overview has been planned	clubs.		
	to maximise the range and	PP children that	PE co-ordinator to	
	amount of clubs on offer.	may not always	know who the PP	
		excel in class will	children are to target	
	Continue to work with the	have the	them when offering	
	PE co-ordinator and club	opportunity to	club places and sport	
	lead to monitor the PP	achieve in either a	events outside of	
	children access the clubs	sporting activity or	school.	
	and sporting events. Keep a	creative.		
	record using registers and		Club registers to be	
	track the percentage of PP	The desired income	kept and PP that	
	involved in clubs and	will be to boost	attend should be	
	sporting events.	self-esteem and	recorded.	
		give them a feeling		
	Monitor and target PP	of self-worth and	To monitor children	
	attendance to clubs that are	achievement.	interest of clubs and	
	creative, fun and social.	Children will be	activities.	
		part of a team and		
	Select PP children that	work/play		
	would benefit from a	alongside children		
	particular learning	that are in different		
	experience outside of the	year groups with		
	classroom. (Residential-	common interests.		
	Bude, MYG, Music events)			
		Children with SEND		
	Target PP SEND children –	will benefit from		
	children to excel in areas	achievements		
	outside the academic	outside of the		
	curriculum. Track children	classroom – raising		
	attending clubs with SEND.	self-esteem and		
		celebrating		
		achievement.		

				Total budgeted cost:	£11, 490.36
	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?
Desired Outcome To continue support for	Action/Approach To continue to keep	evidence and rationale for this choice? If parents feel	it is implemented well? Dates in the diary for	HT – VE	
Desired Outcome To continue support for families of PP children after lock down and in the	Action/Approach	evidence and rationale for this choice?	it is implemented well?		implementation?
Dther Approaches Desired Outcome To continue support for families of PP children after lock down and in the event of future lockdowns.	Action/Approach To continue to keep communications with the families of PP and	evidence and rationale for this choice? If parents feel supported and knowledgeable about what is	it is implemented well? Dates in the diary for these are events are planned at the beginning of the	HT – VE PP lead –LM SENDco –JA Pastoral Manager – JD	implementation? October 2020- 2021 Parenting group -

packs to be accessible	door policy so	Update school		
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To support parents				
		Communication		
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		newsletter.		
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mornings/afternoons.				
	good relationships.	of school life.		
Parents are kept up-to				
date with events and	if they know who			
contacts they rely on	and when they can			
through the academic	contact the teacher			
year.	or the school for			
	support.			
Calendared events				
clear on school				
website.				
			Total budgeted cost:	£1,600.20
			Total Cost:	£66, 531.88
	date with events and contacts they rely on through the academic year. Calendared events clear on school	to all PP children.parents feel supported and know they can see a member of staff when they need to.To support parents and guardians by giving them opportunities to attend - parent evening, parent support group (run over a term), phonics workshops, open afternoons and SENDco coffee mornings/afternoons.Our SENDco coffee 	to all PP children.parents feel supported and know they can see a member of staff when they need to.website for parents to access.To support parents and guardians by giving them opportunities to attend - parent evening, curriculum evening, parent support group (run over a term), phonics workshops, open afternoons and SENDco coffee mornings/afternoons.Our SENDco coffee mornings are support from each other as well as the school; building good relationships.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.Parents are kept up-to date with events and contacts they rely on through the academic year.Parents feel happier if they know who and when they can contact the teacher or the school for support.Parents feel happier if they know who and when they can contact the teacher or the school for support.Calendared events clear on school website.Unit of the school for support.Unit of the school for support.	to all PP children.parents feel supported and know they can see a member of staff when they need to.website for parents to access.To support parents and guardians by giving them opportunities to attend - parentmember of staff when they need to.Communication through the school newsletter.Our SENDco coffee evening, parent support group (run over a term), phonics workshops, open afternoons and SENDco coffee mornings/afternoons.Our SENDco coffee mornings are support from each other as well as the school; building good relationships.To reiterate at the beginning of every academic year that we have an open doto policy and we are here to support their children in all areas of school life.Parents are kept up-to date with events and contacts they rely on through the academic year.Parents feel happier if they know who and when they can contact the teacher or the school for support.Parents feel happier if they know who and when they can contact the teacher or the school for support.Parents teacher if they know who and when they can contact the teacher or the school for support.Calendared events clear on school website.Parents teacher or the school for support.To actual teacher if they know who and when they can contact the teacher or the school for support.To actual teacher if they know who and when they can contact the teacher or the school for support.Calendared events clear on school website.Parents are kept up-to if they know who and when they can contact the teacher or the school for support.Total budgeted

6. REVIEW OF EXPENDITU	RE			
Previous Academic Year		2020/21		
i. Quality teaching for all				
Desired Outcome	Chosen Action/Approach	Estimated Impact : Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost
For all Pupil Premium children to receive specific provisions that close the gap created from school closure due to Covid-19.	Teachers to track progress (steps) and be aware that the PP children should be making accelerated progress. Moderation meetings between year groups, HT, Dept, SENDCo, to be held to target PP children. Share with teachers the PP	Teachers used the overview and implemented interventions to support accelerated learning and learning gaps. Nurture groups were also run for children struggling with SEMH, (Social, Emotional and Mental Health). This supported	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.	October 2020 – October 202: Forest sch- £6753.36 ELS – £498.40 IDL - £1,183.70 BRP – £9,781.20 Moderation Release- £2259.60 Phonics - £4969.56 Catch up interventions £9004.48 Accelerated Reader - £2,596.70
	overview containing; attainment levels, progress,	them academically because they had the	Teachers will use the previous year's overview	FSM books - £465 £37,512.00

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interventions, SEN,	emotion support to learn	and compare against	Nurture Group –
attendance, EAL, clubs, and	in a safe and stable	current assessment to	£3787.84
nurture groups.	environment.	closely monitor children	Meet and Greet mornings-
	Progress	that have fallen further	£1183.70
Teachers to use Target tracke	Reading Term 2	behind; provision will be	Therapy Dog - £3420.00
to monitor their PP children	Exp - 23%	planned, implemented and	Special Time - £5681.00
that are HPA and those that	Accelerated – 6%	monitored.	Resources - £846.78
are below expected level.	Reading Term 4		School therapy dog - £1010.
	Exp – 60%	Non-negotiables and	
Interventions in place for	Accelerated – 45%	actions have been put	Total - £15,929.32
the PP children that aren't	Reading Term 6	place for all PP chn to close	
making expected to	Exp - 67%	the gaps and raise	
accelerated progress and	Accelerated – 48%	attainment and progress.	
who are not achieving the		This will continue in 21-22.	
same outcomes as non-	Writing Term 2		
pupil premium children.	Exp – 10	Writing has been a focus	
These include;	Accelerated – 0%	this year and will continue	
Reading reflex, ELS, clicker	Writing Term 4	to be supported with	
7 on IPads, IDL, Better	Exp – 45%	booster groups and	
Reading program, learning	Accelerated – 33%	interventions to raise	
mentors, pre/post lesson	Writing Term 6	attainment.	
support.	Exp - 64%		
	Accelerated – 48%	Accelerated progress has	
Learning walks will focus		increased since last year.	
on specific vulnerable	Maths Term 2	This needs to be consistent	
groups – PP children will be	Exp – 33%	next year so all children	
a focus.	Accelerated – 13%	reach their attainment	
	Maths Term 4	goal.	
PP children will have	Exp – 40%		
access to Forest school and	Accelerated – 33%		
outdoor learning when	Maths Term 6		
opportunities arise.	Exp - 55 %		
	Accelerated – 38%		
	 attendance, EAL, clubs, and nurture groups. Teachers to use Target tracket to monitor their PP children that are HPA and those that are below expected level. 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. Learning walks will focus on specific vulnerable groups – PP children will be a focus. PP children will have access to Forest school and outdoor learning when 	attendance, EAL, clubs, and nurture groups.in a safe and stable environment.Teachers to use Target tracke to monitor their PP children that are HPA and those that are below expected level.Exp - 23%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.Reading Term 4 Exp - 60%These include; Reading reflex, ELS, clicker 7 on IPads, IDL, Better Reading program, learning mentors, pre/post lesson support.Writing Term 4 Exp - 45%Learning walks will focus on specific vulnerable groups - PP children will have a focus.Maths Term 2 Exp - 33% Accelerated - 13% Maths Term 4PP children will have access to Forest school and outdoor learning when opportunities arise.Maths Term 6 Exp - 55 %	attendance, EAL, clubs, and nurture groups.in a safe and stable environment.current assessment to closely monitor children that have fallen furtherTeachers to use Target tracke to monitor their PP children that are HPA and those that are below expected level.Reading Term 2 Exp - 23%behind; provision will be planned, implemented and monitored.Interventions in place for the PP children that aren't making expected to accelerated of progress and who are not achieving the pupil premium children.Reading Term 6 Exp - 67%planced, implemented and monitored.These include; Reading Term 4Kriting Term 2 Exp - 10Writing the speen aution Writing Term 2This will continue in 21-22.Same outcomes as non- pupil premium children. These include;Writing Term 4 Exp - 10Writing has been a focus this year and will continue this year and will continue the speen adding program, learning mentors, pre/post lesson support.Writing Term 4 Exp - 64% Accelerated - 48%to be supported with to bo supported with excelerated - 48%Learning walks will focus on specific vulnerable groups – PP children will be a focus.Maths Term 2 Exp - 33% Accelerated - 13% Maths Term 4 Exp - 40%This needs to be consistent next year so all children reach their attainment goal.PP children will have access to Forest school and outdoor learning when opportunities arise.Exp - 55 %Kath are 10 Schoel and Schoel an

Children that require	Attainment
Nurture intervention to be	Reading –
recognised and receive	Term 2
early intervention.	21% achieved Expected
carry intervention.	standard
PP to have access to the	6% achieved greater
Nurture support that we	depth
have in school – these	Term 4
include;	37% achieved Expected
Lego therapy, learning,	standard
mentor, special time, access to the POD for	13% achieved greater
	depth Torres C
anger, anxiety, PALS and	Term 6
SULP, play leader training,	49% achieved Expected
lunchtime talking with the	standard
FLO.	7% achieved greater
	depth
In the event of future	
closures, for remote	Writing –
learning (ClassDojo) or	Term 2
learning packs to be	16% achieved expected
accessible to all PP	standard
children.	0% achieved greater
Pupil engagement will be	depth
tracked and recorded.	Term 4
Additional support will be	20% achieved Expected
put in place for those that	standard
need it. This may include	8% achieved greater
access to a devise/internet	depth
connection.	Term 6
	30% achieved Expected
	standard
	2% achieved greater
	depth

Maths –
Term 2
26% achieved expected
standard
5% achieved greater
depth
Term 4
30% achieved Expected
standard
10% achieved greater
depth
Term 6
35% achieved Expected
standard
2% achieved greater
depth
<u>Year 6 SATS (in school) –</u>
9 PP children
Reading –
7 out of 9 – 77% - EXP
1 out of 9 – 11% - GD
Writing –
5 out of 9 – 55% - EXP
0% - GD
Maths
4 out of 9 – 44% - EXP
0% - GD

ii. Targeted support		Compared to Non-PP 51 children Reading - 45 out of 51 - 88% - EXP 20 out of 51 - 39 - GD Writing - 40 out of 51 - 78% - EXP 7 out of 51 - 14% - GD Maths - 43 out of 51 - 84% - EXP 11 out of 51 - 22% - GD		
Desired Outcome	Chosen Action/Approach	Estimated Impact : Did you meet the success criteria? Include impact on pupils not eligible for PP, if	Lessons Learned (and whether you will continue with this approach)	Cost
To continue to target Pupil Premium children to have increased access to Sporting clubs and event,	PP children to have access to a range of clubs during school and after school, however this has been	appropriate. Children had a range of clubs offered to them. These consisted of sports and creative clubs.		J.D – £4969.56 PD/AR - £6,520.80
outside of the classroom whilst in their bubbles.	made difficult due to the constraints of Covid-19. Clubs have been arranged to be delivered within their	Clubs were offered throughout the term and via zoom to engage the		

bubbles and a yearly	children at home whilst in	
overview has been	lockdown.	
planned to maximise the		
range and amount of clubs	The impact was that a	
on offer.	higher number of PP	
	children were targeted to	
Continue to work with the	access and take part in	
PE co-ordinator and club	sports clubs and outside	
lead to monitor the PP	of classroom activities.	
children access the clubs		
and sporting events. Keep	Children were targeted	
a record using registers	and engaged in sports	
and track the percentage	that they would not have	
of PP involved in clubs and	necessarily participated in	
sporting events.	previously.	
sporting events.		
Monitor and target PP	Non- negotiable – all PP	
attendance to clubs that	children to be offered a	
are creative, fun and	club place first.	
social.		
500ldl.	Sports clubs –	
Select PP children that	19-20	
would benefit from a	took part 79% 34/43	
	20-12	
particular learning		
experience outside of the	Took part 37/44 84%	
classroom. (Residential-	Up on the previous year.	
Swattenden, MYG, Music	19-20	
events)	offered 12% /43	
	20-21	
Target PP SEND children –	Offered 7/44 – 16%	
children to excel in areas	Up on the previous year	
outside the academic		
curriculum. Track children		
attending clubs with SEND.		

iii. Other Approaches		19-20 didn't take part 9% 4/43 20-21 100% of PP chn were offered a club. 16% Chose not to take part. Unfortunately, due to covid-19, the residential trip did not go ahead. Alternative activities were planned and all children took part.		
Desired Outcome	Chosen Action/Approach	Estimated Impact : Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost
To continue support for families of PP children after lock down and in the event of future lockdowns.	To continue to keep communications with the families of PP and vulnerable children. In the event of future closures, for remote learning or learning packs to be accessible to all PP children. To support parents and guardians by giving them opportunities to attend -	A remote learning platform was used to teach pupil and set work to support the parents with home schooling. Daily feedback was given and vulnerable children were contacted frequently to support academic progress and monitor well- being of the child and family.	It is a priority next year that we rebuild family connections. Bring your parent to sessions will resume, curriculum evening and parents evening will be held face to face in school. ClassDojo will continue to be used in class to keep communications open	October 2020- 2021 Parenting group - £1,600.20

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parent evenings,	Parents evening was	between parents and the
curriculum evening,	conducted remotely via	school.
parent support group	zoom and over the phone.	
(run over a term),		Parenting group will
phonics workshops, open	The curriculum evenings	resume next year to
afternoons and SEND-Co	and workshops (i.e.	support vulnerable
coffee	internet safety) were	families.
mornings/afternoons.	delivered via zoom and	
	information displayed on	
Parents are kept up-to	our website.	A questionnaire will be
date with events and		sent to parents to know
contacts they rely on		which parents workshops
through the academic		will be of benefit –
year.		Phonics & early reading
ycui.		My Maths
Calendared events clear		SPaG
on school website.		
on school website.		Muddy Puddles
		Contented child
		Writing skills
		Internet Safety
		Music – Drummer