

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 Catholic Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Victoria Ebdon Louise Murphy
Pupil premium lead	Louise Murphy
Governor / Trustee lead	Chika Ukatu

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,490
Recovery premium funding allocation this academic year	£5,510
Teacher Led Tutoring	£4,252.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£63,252.50

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about how to allocate our funding for our disadvantaged children, it is important to understand the context of the school and the local area. Within the south-east, the average percentage of disadvantaged children is 16% and nationally 21.6%, so we are below within the south-east and nationally. However, as a school we have worked hard to understand how we can support all our disadvantaged children, particularly after the pandemic which has affected all children. To know the best approach to supporting our disadvantaged children research has been conducted from case studies and data analysis. This has enabled the school to identify the main barriers and what actions we can put in place to overcome these barriers. These are:

Internal barriers –

- Disadvantaged children are reaching expected standard with interventions in place (above national). However, greater depth is not being reached in KS 1 maths, writing and reading and greater depth is not being reached in KS 2 maths, reading and combined (below national).
- Historically, FSM compared to non-FSM in EYFS are below national. PP are entering school at a low level and are not reaching a good level of development at the end of EYFS.

Actions to be taken and embedded –

- Non-negotiables for every classroom
- Provision maps monitor the interventions, non-negotiables are reviewed
- Pupil Progress meetings
- Tapestry for assessment and to engage parents – informs parents of progress and age-related tasks to reach ELGs in class. Two-way progress. Tracks and monitors PP children closely
- Topics to be child led to engage and inspire children
- Books to be offered to PP children from the book fair
- Focus push on writing – reaching the expected standard by the end of EYFS

External barriers –

- Parental support and engagement at home – reading, spellings and times tables.
- Self-motivation and emotional well-being of PP children

Actions to be taken and embedded

- Accelerated reader to be introduced from years 2-6
- Frequent reader as a non-negotiable
- Times tables provision for every PP child in class
- Book from book fair
- Classdojo – parent – class teacher feedback
- My Maths – to support homework
- Parent workshops – maths manipulatives, online safety, phonics and any workshops that parents feel would benefit them in supporting their child at home.
- Coffee mornings with SENDCo and Pastoral Manager
- Bring your parent to sessions – in class sessions.
- Nurture groups
- Boxing – target PP children
- Clubs – non just sporting – places offer to PP first. Monitor children's engagement with the club co-ordinator
- OPAL and muddy puddles to be embedded. PP children can experience outdoor learning and play throughout the whole school year. Support well-being, behaviour and social interaction

Knowing and understanding these barriers we have identified the ultimate objectives is to support all our disadvantaged children, whether it is academically, socially or physically.

- Our objectives are to –
Raise academic standards for our Pupil Premium children.
As a school we intend to narrow the gap between disadvantaged and non-disadvantaged children.
- For our disadvantaged children to be supported fully at school and at home academically, socially and emotionally to achieve their full potential.
- To give all disadvantaged children a broader experience outside of the curriculum.
As a school we intend to give our disadvantaged children access to as many clubs (sport and non-sport) and experiences outside of the classroom (OPAL and Muddle Puddles) as we can.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children are not reaching a good level of development in EYFS
2	Disadvantaged children reaching greater depth by the end of KS1
3	Disadvantaged children reaching greater depth by the end of KS2
4	For our disadvantaged children to have wider experiences outside of the classroom
5	Supporting parental engagement

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
For children to reaching a minimum of 6 levels of progress in reading, writing and maths	Disadvantaged children to make 6 or more levels of progress by the end of the academic year
To engage parents so that they are equipped to support their children	A range of parent workshops to be attended
To give children a range of experiences beyond the classroom	Children will have access to a range of clubs, sport events and outdoor learning and play.
To support the children socially and emotionally.	Children will be offered nurture groups, supported by trauma informed teachers and benefit from targeted interventions. Children will also benefit from different learning approaches, such as our outdoor curriculum (muddy puddles) and OPAL. With this in place, they will be better equipped to learn in the classroom.

Activity in this academic year

This details how we intend to spend our pupil premium (including the recovery premium funding and Tutor Led funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £31,726.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>UPS teacher to work with allocated groups of children from year 2-5. This will allow for more focused teaching and target specific academic groups</p> <p>UPS Teacher - £14256.00</p>	<p>By supporting children in smaller groups with a specific focus, this will improve outcomes and raise standards. Teaching will continue to be effective. The aim is to close the gap between the non-disadvantaged and the disadvantaged children. Effective teaching is monitored through planning/work scrutiny, learning walks and drop ins. It is evident that careful targeted <i>planning can make a huge impact on the outcomes of disadvantaged children</i> (EEF1).</p>	<p>2,3</p>
<p>CPD – Muddy Puddle Teacher. All staff will deliver high quality lesson using the environment outside of the classroom</p> <p>This will run alongside Forest School and OPAL.</p> <p>Forest School – £10 380.86</p> <p>OPAL training – £5,996</p> <p>Muddy Puddle Teacher - £940</p>	<p><i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged children</i> (EEF3)</p> <p>Opportunities will be provided for the children to learn beyond the constraints of the classroom. Teachers will be trained Muddy Puddle Teachers to deliver lessons outside and raise the aspirations and interest of disadvantaged children. <i>Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation – EEF Outdoor Learning</i></p>	<p>4</p>

<p>To continue to use Tapestry to track and assess the EYFS children and CPD on planning.</p> <p>Tapestry - £153.60</p>	<p>Our most recent data has suggested that the children in EYFS are not making the expected level of development. Tapestry will enable the teachers to track and assess the children more closely; build relationships with parents to support their children at home with reading, writing and maths.</p> <p><i>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. EEF – Parental Engagement</i></p> <p>Teachers will receive CPD (ABC does) to support with the delivery of the new framework/curriculum and planning to raise outcomes in EYFS.</p>	<p>1</p>
---	--	----------

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

Budgeted cost: £ 28,610.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The continuation of using Purple Mash and My Maths to support children's work in school and at home.</p> <p>Purple Mash + CPD £2425 + £200</p>	<p>EEF – digital technology – <i>having clear evident technological approaches are beneficial for writing and maths practice.</i></p> <p>Children has access to Purple Mash and My Maths which have a plethora of resources to support their SPAG and maths. It is being used as pre and post teaching and to support homework. <i>Providing practical strategies with tips, support, and resources to assist learning at home – EEF Parental Engagement</i></p>	<p>12, 3, 5</p>
<p>To offer a wide range of extra-curricular/outdoor activities that prioritise disadvantaged children.</p> <p>JM - £5349.03</p>	<p>Through case studies and pupil voice it is evident that the disadvantaged children benefit from engaging in meaning experiences outside of the classroom. Children have raised self-esteem, motivation and develop teamwork skills. <i>Through participation in these challenging physical and</i></p>	<p>4</p>

<p>Tailored interventions and provisions –</p> <p>Nurture – PM £4,203.24</p> <p>BRP - £9,781.20</p> <p>Phonics – JM £5,349.03</p> <p>Resources Inc books for reading – £1302.78</p>	<p><i>emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation – EEF Outdoor Learning</i></p> <p><i>Evidence consistently shows the positive impact that targeted academic support can have - EEF guide to PP.</i></p> <p>Children identified as needing an intervention in a specific area will have a tailored provision put in place. This will range from academic support through to social and emotional support. It is evident in our school that children need support emotional and by having this support has a positive impact on their learning. All interventions/provisions are recorded and reviewed termly on Edukey for maximum impact.</p>	<p>1, 2, 3,</p>
---	--	-----------------

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

Budgeted cost: £4,388.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance meeting</p> <p>Parent workshops - maths manipulatives, online safety, phonics and any workshops that parents feel would benefit them in supporting their child at home.</p> <p>National Online Safety – £2388.00</p> <p>Online safety - parent course £400.00</p>	<p>This tracks the disadvantage children's attendance and interventions put in place if required.</p> <p>Parents will be invited into school to attend workshops to help support their child at home. We have considered and used parent voice to tailor workshops for parents to support their children learning.</p>	<p>5</p> <p>1,2,3, 5</p>

<p>Meet and greet coffee mornings and parenting group – SENCo and Pastoral manager - £1,600.20</p>	<p>Our SENCo/PP 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>Our parenting group is run by the pastoral manager and an LSA. It has been instrumental in breaking down the barriers between school and home, and support the parents.</p>	<p>5</p>
<p>Bring you parent to ...sessions and curriculum evening</p>	<p>Bring your parent to...sessions open the classroom doors to parents so that they can engage in classroom practice and understand how their children learning specific subjects. Feedback from session held previously has been positive and parents have a better understanding of the curriculum expectations in their child's year group.</p> <p><i>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading to help their children. EEF – Parental engagement</i></p>	<p>1,2,3,5</p>

Total budgeted cost: £64,724.94 (The school will supplement this budget to ensure all activities are met)

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.

Teaching – Impact 20-21

Teachers used the attainment and progress tracking overview and implemented interventions to support accelerated learning and learning gaps. Teachers will use the previous year's overview and compare against current assessment to closely monitor children that have fallen further behind; provision will be planned, implemented and monitored. Writing has been a focus this year and will continue to be supported with booster groups and interventions to raise attainment. 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-19 lockdown where learning was taught via a remote learning platform or by providing home learning packs.

Accelerated progress has increased since last year. This needs to be consistent next year so all children reach their attainment goal.

Non-negotiables and actions have been put place for all PP children to close the gaps and raise attainment and progress. This will continue in 21-22.

Targeted academic support – Impact 20-21

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.

Children had a range of clubs offered to them. These consisted of sports and creative clubs. Clubs were offered throughout the term and via zoom to engage the children at home whilst in lockdown. The impact was that a higher number of PP children were targeted to access and take part in sports clubs and outside of classroom activities. Children were targeted and engaged in sports that they would not have necessarily participated in previously. Non- negotiable – all PP children to be offered a club place first.

Wider Strategy – Impact 20-21

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 between parents and the school.

Parents evening was conducted remotely via zoom and over the phone. The curriculum evenings and workshops (i.e. internet safety) were delivered via zoom and information displayed on our website.

Parenting group will resume next year to support vulnerable families. A questionnaire will be sent to parents to know which parents workshops will be of benefit – Phonics & early reading, My Maths, SPaG, Muddy Puddles, Contented child, Writing skills, Internet Safety & Music.

Externally provided programmes – N/A

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding - N/A

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	