

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
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	£53,455
Recovery premium funding allocation this academic year	£0
Teacher Led Tutoring	£6,480 – NTP 60% £4320 – school 40%
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£64,255

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 25%, 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: **£30,196.03**

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>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 This will run alongside Forest School and OPAL.</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.</p> <p><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>1</p>

<p>Trip and visitors to raise aspirations - £1000</p>	<p>To drive and raise aspirations in our children we aim to expose them to different experiences. This includes going to the theatre and trips, inviting aspirational people into school and involvement in workshops.</p> <p><i>By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</i></p> <p><i>Aspiration interventions tend to fall into three broad categories:</i></p> <p><i>interventions that focus on parents and families;</i></p> <p><i>interventions that focus on teaching practice; and</i></p> <p><i>out-of-school interventions or extra-curricular activities.</i></p> <p><i>EEF – Aspirational Intervention</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£2, 380.21**

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>Meet and greet coffee mornings and parenting</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>group – SENCo and Pastoral manager</p> <p>£1,680.21</p> <p>Counselling course to support families – £700</p> <p>Bring you parent to ...sessions and curriculum evening</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>Focusing on supporting parents if they are in crisis that reaches beyond the relationship or teacher parent. The Pastoral Support Manager and Head Teacher are trained to deal with families in need.</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.</i></p> <p><i>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</i></p> <ul style="list-style-type: none"> - <i>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</i> - <i>general approaches which encourage parents to support their children</i> 	<p>5</p> <p>1,2,3,5</p>
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	<p><i>with, for example reading or home-work;</i></p> <ul style="list-style-type: none">- <i>the involvement of parents in their children's learning activities; and</i>- <i>more intensive programmes for families in crisis.</i> <p><i>EEF – Parental engagement</i></p>	
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Total budgeted cost: £64,422.96

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 2021 to 2022 academic year.

- **Teaching – Impact 21-22**

Teachers used the attainment and progress tracking overview and implemented interventions to support accelerated learning to close the gaps. Teachers will use the previous year's overview and compare against current assessment to closely monitor children that are not on track; provisions will be planned, implemented and monitored. Writing continues to be a focus and will continue to be supported with booster groups and interventions to raise attainment. Planning will be closely monitored and supported with resources, focused books and the use of progression skills along with the use of tool kits.

This approach has had a positive **impact** and will continue focus heavily on targeting the Pupil Premium children. This is evidence below -

Percentage **increase** in ALL **expected attainment** for reading

Percentage **increase** in ALL **expected attainment** for writing

Percentage **increase** in ALL **expected attainment** for maths

Percentage **increase** in children **reaching Greater Depth** in reading

Percentage **increase** in children **reaching Greater Depth** in writing

Percentage **increase** in children **reaching Greater Depth** in maths

Percentage **increase** in ALL **expected progress** in reading

Percentage **increase** in ALL **expected progress** in writing

Percentage **increase** in ALL **expected progress** in maths

Non-negotiables and actions that were put in place for all PP children to close the gaps and raise attainment and progress. This has had a positive impact of the children attainment and progress. This will continue in 22-23.

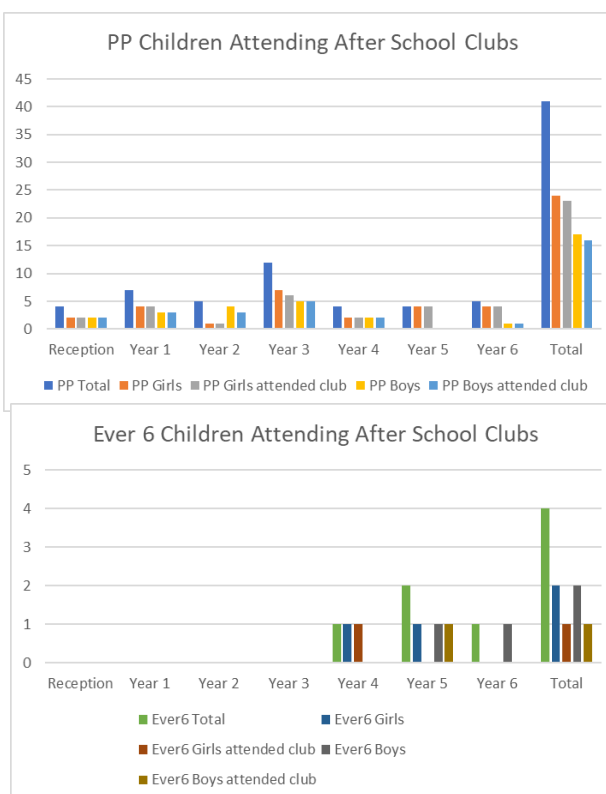
Targeted academic support – Impact 21-22

Nurture groups continue to target 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. Boxing club has had a positive impact on their mental agility and children enjoy the activity that is offered to them before they start lessons. It has built confidence and resilience.

Children have had a range of clubs offered to them this year. These consisted of sports and creative clubs. Clubs were offered throughout the term to each key stage to nurture other talents and passions. A higher number of Pupil Premium children were targeted to access and take part in clubs and activities outside of the classroom. Children engaged in sports that they would not have necessarily participated in previously. One non-negotiable states – all PP children to be offered a club place first.

The percentage of Pupil Premium children taking part is detailed below.

	pp	ever 6	offered club	taken up
			91.1%	91.1%
KS2	25	4	26	26
	pp	ever 6	offered club	taken up
			89.7%	89.7%
ks1	16	0	15	15
	pp	ever 6	offered club	taken up
			93.8%	93.8%



Wider Strategy – Impact 21-22

It was a priority that we rebuild family connections post Covid-19. Bring your parent to... sessions have resumed, and curriculum evening and parents evening have been held face to face in school. Tapestry and ClassDojo continue to be used in class to keep communications open between parents and the school.

Our SENCo/Pupil Premium coffee mornings are specifically designed to encourage an open forum so parents can receive support from each other as well as the school; this has helped to build good relationships. This relationship between parent and school is vital and has led to parents feeling more confident to talk to our pastoral manager and teachers should they feel a need to.

Following a questionnaire which was sent to parents asking which workshops would benefit them, we have offered a number of parent workshops to support parents working at home with their children.

These include -

Phonics, early reading, reading, My Maths, maths fluency and resources, SPaG, and writing skills. These will continue to run and more workshops offered to parents.

Due to the success of the workshops through positive feedback, parents have stated that they feel more confident and knowledgeable to support their child's learning journey at home.

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?	