**St. Thomas More RC Primary**

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**

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| **Detail** | **Data** |
| School name | St. Thomas More |
| Number of pupils in school | 186 (excluding Nursery) |
| Proportion (%) of pupil premium eligible pupils | 44.8% |
| 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 |
| Dates on which it will be reviewed | July 2022 |
| Statement authorised by | E King |
| Pupil premium lead | C Grainger |
| Governor / Trustee lead | Geri Howard |

# **Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £108,945 |
| Recovery premium funding allocation this academic year | £11,745 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £5,103 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £125,793 |

# **Part A: Pupil premium strategy plan**

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## **Statement of intent**

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| St. Thomas More school aims to use pupil premium funding to ensure all disadvantaged pupils achieve and sustain positive outcomes.  Our vision is to be an inclusive, ambitious school that is passionately committed to giving our pupils the best start in life regardless of their background or need.  The school is situated in a highly deprived area of the North East and even though the socio-economic challenges faced by the school can have an effect on final attainment figures we aim is to ensure the gap between disadvantaged pupils and their peers is reduced.  We are aware that a variance in terms of, employability, progression to further education and wider life experience and academic attainment exists for those pupils with socio economic disadvantage.  Many of our families, although they may not qualify for free school meals, still find the financial demands and pressures of everyday life difficult. We wholly recognise there are many disadvantaged children who do not receive funding. We are vigilant with these children also.  First class quality teaching and learning is at the heart of everything we do.  This strategy will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.  Opportunities are provided for our disadvantaged pupils to develop life and social skills through the provision of wider life experiences and a range of extracurricular activities.  A structured monitoring programme involving pupil progress meetings with leaders and teachers, ensures pupils’ specific needs are identified promptly. Progress is tracked and through moderation and evaluation, amendments are made to support the child’s learning. The “barrier to learning” and removing them with effective teaching, learning and assessment, is crucial for progress to be maximised.  Pupil Premium funding is used to support our disadvantaged pupils to achieve their highest levels. We use achievement data regularly to check whether interventions or strategies are working and amend where needed. The school ensures all staff are aware of the pupils eligible for Pupil Premium and they then can take responsibility for their progress. |

## **Challenges**

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

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| **Challenge number** | **Detail of challenge** |
| 1 | Low levels on entry of PP pupils particularly in communication, literacy and language |
| 2 | PP pupils do not always make better than expected progress from their starting points in RWM |
| 3 | Staffing capacity to deliver intervention and support |
| 4 | Limited space in school for interventions to take place |
| 5 | Poor attendance for some PP children Lack of school readiness (entry levels very low at Nursery) |
| 6 | limited life experiences beyond the home due to financial/ social / cultural factors. Lack of parental aspiration and engagement in school |
| 7 | lack of school readiness limited parenting skills and knowledge of key early developmental skills and attributes |
| 8 | Challenging family circumstances leading to poor mental health and emotional well being of some pupils and families  Impact of COVID 19 on mental health and functionality of families |

## **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.

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| **Intended outcome** | **Success criteria** |
| Good or better progress for all PP pupils from Reception to Year 6 in Reading, Writing and Maths | All Pupil Premium pupils will make good or better progress in RWM   * Implement new Pupil Progress meetings * Implement new Pupil Progress record sheets * Use Pupil progress meetings to track and monitor progress of all pupils * Book scrutinies and pupil interviews to include PP pupils * Termly data analysis with a focus on PP and key groups. * Clear strategic planner with lesson observations/ learning walks/ book scrutinies and pupil interviews. * CPD opportunities for staff |
| Improved attainment to reduce the gap between groups in Reading, Writing and Maths | Pupils will meet national expectations   * Clear strategic planner with lesson observations/ learning walks/ book scrutinies and pupil interviews. * Appropriate interventions identified for targeted pupils * CPD for staff * Clear expectations for English and Maths shared with all staff, monitored and evaluate * Embed Sounds Write |
| To provide quality interventions for pupils in RWM and Phonics | Quality effective interventions  Good progress and impact measured for pupils in interventions.   * Review of interventions * Clearly identified interventions and groups * Timetabling of interventions set out * Effective use of space for interventions * CPD of staff * Continue CPD for Sounds Write |
| Good personal development and health wellbeing of pupils and families | Children feel happy and safe, can leave worries behind and focus on learning. They receive the correct support and challenge. They will make progress due to not being inhibited by personal experiences.   * 2 x 0.6 PSA to work alongside parents and outside agencies * REACH SLA * Rainbows offered to pupils * Headstart Silver Award to be achieved |
| Improved attendance and punctuality for all groups | Improved attendance at parents evening. Improved responses from questionnaires and parents meetings   * attendance support offered for families with attendance below expected level. * persistent late comers supported by PSA/ NPCAT attendance team. * Rewards for 100% attendance termly and annually. * Promote attendance weeks * weekly attendance in Celebration assembly * use of social media to promote excellent attendance |
| Widened life experiences and range of rich learning opportunities | Children safe in school. They participate in extended learning opportunities. Children participate in school trips and visit. They are enabled opportunities they would not normally have access to.   * Provide a range of opportunities to enrich learning including, local trips, theatre visits to school, residential trips, Campout and visitors into school * KS1 pupils to receive First Thing Music. TVMS to offer Music provision for KS2 * Themed weeks with aspirational visitors and careers advice/ suggestions * Provide a range of extracurricular clubs for KS1 and KS2 pupils at lunchtime and afterschool club |

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## **Activity in this academic year**

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £*37786*

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Implement new Pupil Progress meetings with new record sheets to track and monitor progress for all pupils  £2500 | Pupil progress meetings and careful tracking of pupils ensures press of all and identifies pupils who require additional support | 1,2 |
| CPD opportunities for staff. The delivery of high quality CPD for all staff including release time for staff to observe outstanding teaching both in school and other NPCAT partner schools  £3000 | Quality CPD and evidence based research results in quality first teaching.  Research opportunities can improve quality of teaching and learning. | 1,2 |
| Ensure children have access to high quality texts both in and out of school  Ensure reading is fun – e.g. Visits by authors/poets/illustrators etc  £3500 | Reading a variety of texts develops vocabulary and supports writing. | 1,7 |
| Embed and sustain a reading culture that ensures that all pupils read regularly and develop a ‘love of books.’ Pupils have access to high quality texts within guided reading  £1200 |  | 1,7 |
| Embed Sounds Write and train staff to deliver quality first phonics teaching and quality interventions  £2000 | Sounds Write is proving effective in EYFS and KS1.  Impact is evident in reading and writing.  Sounds Write is a recognised scheme by the DfE | 1,2, |
| Increase staffing capacity to ensure all classes are supported with additional adults to support learning  £25586 | Additional adult support allows misconceptions to be addressed or additional intervention to address gaps in learning | 1,2,3 |

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

Budgeted cost: £*52307*

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Targeted Intervention for pupils identified as having additional needs or those e.g Third Space  Ensure interventions are resourced  £12791 | Small focused interventions can accelerate learning | 1,2,7 |
| Creation of a Nurture/ Alternative Provision room offering bespoke teaching and learning opportunities to meet the needs of individual children  £31562 | To provide an environment where children feel safe and confident and experience success.  Providing alternative provision for disruptive pupils allows quality teaching and learning to take place in the classroom | 1,7,8 |
| To implement Phonics interventions for those pupils at risk of not achieving the Phonics Screening benchmark and those pupils who have not achieved expected.  £2500 | Sounds Write is a research based programme recognised by the DfE for suitable phonics teaching. | 1,2,7 |
| Employ professional services of an Educational Psychologist to assess identified pupils, providing next steps and support.  £5454 | Early intervention is beneficial to pupils in order to ensure the appropriate provision is made available to them.  Recommendations from EP support teaching and learning. EP works with parents to increase engagement | 1,7,8 |

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

Budgeted cost: £ *35700*

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| 2 x 0.6 PSA to support emotional support and well being to vulnerable families  £19080 | Increase concentration skills, attendance and retention  Improved health and wellbeing supports learning | 6,7,8 |
| TVMS Provision through First Thing Music and music tuition  £1200 | Improved concentration and behaviour  Improved mathematics skills by developing appreciation to patterns and rhythm | 6,8 |
| Range of educational visits to create memorable events  Organise visitors into school to develop children’s love of learning.  Residential trip for Year 6  £3000 | Opportunities to inspire learning and real-life experiences to extend vocabulary and support learning.  Create and develop pupils interest in learning | 6,7,8 |
| To provide targeted support to pupils with below expected attendance Continue with weekly attendance rewards for the class with the best attendance and termly rewards for individual 100% attendance per term to encourage regular attendance for all children. Breakfast Club support to parents with personal difficulties and to encourage good attendance.  Organise Attendance week with rewards and prizes for excellent/ most improved attendance  £1000 | Higher attendance leads to improved outcomes – you need to be at school to learn | 5,8 |
| Provide a range of extracurricular clubs for KS1 and KS2 pupils at lunchtime and afterschool club  £3500 | Widening life experiences develops whole child and provides enrichment that they would not normally experience.  Develops vocabulary.  Develops concentration | 6,7,8 |
| MIND Reach Counsellor in school weekly to work with pupils with emotional needs.  £5420 | 1:1 support from specialist trained individuals | 8 |
| To expose pupils to new opportunities, inspirational speakers and occupations in order to raise aspirations and broaden horizons.  £2500 | Widens pupils’ experiences  Raises aspirations  Increases motivation  Develops a love of learning | 6,8 |

### **Total budgeted cost: £** *125,793*

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# **Part B: Review of outcomes in the previous academic year**

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## **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| |  |  | | --- | --- | | Priority 1  To accelerate progress of all PP pupils and to raise attainment outcomes to reduce the gap between all pupil groups. | Prior to the COVID, the gaps between PPG and NPPG were narrowing for some pupils, however with the disruption to learning, in most classes this gap has increased. Progress of all children, particularly PPG recipients, will be carefully monitored this year, with a focus on high quality teaching to accelerate progress across all groups. | | Priority 2  Ensure that high quality interventions are implemented and that these are effectively monitored for impact. | Interventions were significantly disrupted during the 2020/21 academic year due to theCOVID pandemic, restrictions on pupils remaining in bubbles and isolation. Focused interventions are planned for 2021/2022 | | Priority 3  To support families and children with social, emotional and behavioural difficulties who need to be ready for learning. | School supported families throughout the pandemic with staff maintaining contact with families via Google classroom and well being phone calls being made. The Care team maintained contact with the most vulnerable  External agency support was limited but these services has now been resumed and will be a focus for the current academic year. | |

## **Externally provided programmes**

*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*

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| **Programme** | **Provider** |
| Third Space Learning | Third Space Learning |
| Sounds Write | Lexonic |
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## **Service pupil premium funding (optional)**

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

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| **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? |  |

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# **Further information (optional)**

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |