



St Thomas More Primary

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	180 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	17.11.22
Dates on which it will be reviewed	April 2023 July 2023



Statement authorised by	Liz King
Pupil premium lead	Ciara Smith
Governor / Trustee lead	Geri Howard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,340
Recovery premium funding allocation this academic year	£12,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£128,520
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	



Part A: Pupil premium strategy plan

Statement of intent

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.

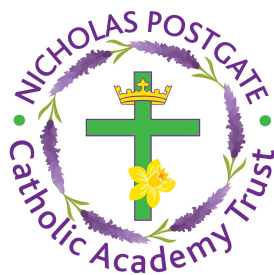
Pupil Premium funding is used to support our disadvantaged pupils to achieve their highest levels. We use achievement data regularly to check whether interventions or strategies are working and amend where needed. The school ensures all staff are aware of the pupils eligible for Pupil Premium and they then can take responsibility for their progress.



Challenges

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

Challenge number	Detail of challenge
1	Low levels on entry of PP pupils particularly in communication, literacy and language. The school is situated in a highly deprived area.lack of school readiness limited parenting skills and knowledge of key early developmental skills and attributes
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. School uses all available spaces for teaching.
5	<p>Poor attendance for some PP children Lack of school readiness (entry levels very low at Nursery)</p> <p>Analysis of attendance figures shows that children receiving pupil premium had a lower average attendance than non-disadvantaged children during 2021-2022. attendance is still an area of improvement that the whole school needs to focus upon.</p> <p>2021-22 Disadvantaged: Non disadvantaged:</p> <p>2020-21 Disadvantaged: Non disadvantaged:</p>
6	limited life experiences beyond the home due to financial/ social / cultural factors. Lack of parental aspiration and engagement in school.The majority

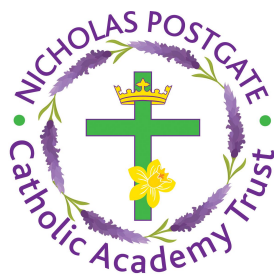


	of our PP children lack academic motivation and are surrounded by second and third generations of unemployment with low aspirations. These children need support to improve their attitudes towards being successful learners. Some families find it difficult to access support and need specific help both academically and pastorally.
7	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
8	

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
Good or better progress for all PP pupils from Reception to Year 6 in Reading, Writing and Maths	<p>All Pupil Premium pupils will make good or better progress in RWM</p> <ul style="list-style-type: none"> ● Pupil Progress meetings to include scrutiny of PP Pupils. ● 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



<p>Improved attainment to reduce the gap between groups in Reading, Writing and Maths</p>	<p>Pupils will meet national expectations</p> <p>PP pupils achieve at least in line with non-disadvantaged children</p> <ul style="list-style-type: none"> ● 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
<p>Develop and further improve the teaching of phonics Early reading across the school so there is greater consistency in approach from teachers and teaching assistants across the school, improving outcomes for all pupils.</p> <p>Quality first teaching is built upon through targeted, evidence-based interventions</p>	<p>Ensure quality phonics sessions in EYFS and KS1 following Sounds Write</p> <p>Embed whole class reading sessions in English, providing quality first teaching of reading through the CUSP curriculum.</p> <p>Quality effective interventions measured through good progress and impact measured for pupils in interventions.</p>
<p>Good personal development and health wellbeing of pupils and families</p>	<p>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.</p> <ul style="list-style-type: none"> ● PSA to work alongside parents and outside agencies ● REACH SLA ● Schools in Mind practitioner ● Rainbows offered to pupils ● Headstart Silver Award to be achieved
<p>Improved attendance and punctuality for all groups</p>	<p>The attendance of PP children at least matches that of non-PP children, with an aspirational target of 97%</p> <p>attendance support offered for families with attendance below expected level.</p>



	<ul style="list-style-type: none"> • 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
<p>Widened life experiences and range of rich learning opportunities</p>	<p>PP participates in extended learning opportunities. Children participate in school trips and visit. They are enabled opportunities they would not normally have access to.</p> <ul style="list-style-type: none"> • Provide a range of opportunities to enrich learning including, local trips, theatre visits to school, residential trips, 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

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: £ [14820]



Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Pupil Progress meetings to track and monitor progress for all pupils £	Pupil progress meetings and careful tracking of pupils ensures progress 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	Quality CPD and evidence based research results in quality first teaching. Research opportunities can improve the 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	Reading a variety of texts develops vocabulary and supports writing.	1,7
		1,7
Embed Sounds Write and train staff to deliver quality first phonics teaching and quality interventions	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,

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



Budgeted cost: £ [78,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Intervention for pupils identified as having additional needs or those e.g Sounds Write</p> <p>Ensure interventions are resourced</p>	<p>Small focused interventions can accelerate learning</p> <p>EEF: Teaching Assistant Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,2,7</p>
<p>Provide a Nurture/ Alternative Provision room offering bespoke teaching and learning opportunities to meet the needs of individual children</p>	<p>To provide an environment where children feel safe and confident and experience success.</p> <p>Providing alternative provision for disruptive pupils allows quality teaching and learning to take place in the classroom</p>	<p>1,7,8</p>
<p>Increase staffing capacity to ensure all classes are supported with additional adults to support learning</p>	<p>Additional adult support allows misconceptions to be addressed or additional intervention to address gaps in learning</p> <p>EEF: Making best of teaching assistants https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1635870019</p>	<p>1,2,3</p>



	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	
Employ professional services of an Educational Psychologist to assess identified pupils, providing next steps and support.	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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
PSA to support emotional support and well being to vulnerable families	Increase concentration skills, attendance and retention Improved health and wellbeing supports learning	6,7,8
TVMS Provision through First Thing Music and music tuition	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	Opportunities to inspire learning and real-life experiences to extend vocabulary and support learning. Create and develop pupils interest in learning	6,7,8



children's love of learning. Residential trip for Year 5 and 6		
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	Higher attendance leads to improved outcomes – you need to be at school to learn https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf	5,8
Provide a range of extracurricular clubs for KS1 and KS2 pupils at lunchtime and afterschool club	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.	1:1 support from specialist trained individuals	8
To expose pupils to new opportunities,	Widens pupils' experiences Raises aspirations	6,8



inspirational speakers and occupations in order to raise aspirations and broaden horizons.	Increases motivation Develops a love of learning	
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Total budgeted cost: £128,520

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 2021-2022 academic year.

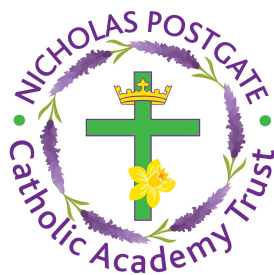
Outcome 1

Good or better progress for all PP pupils from Reception to Year 6 in Reading, Writing and Maths

- New pupil progress meetings are implemented to track all pupils.
- All staff track and monitor progress through Arbor on a termly basis

KS2 Progress

Subject	2019	2022
Reading	All 2.0 Dis 0.5 Gap 1.5	All 1.8 Dis 0.3 Gap 1.5
Writing	All 1.4	All 0.9



	Dis 0.3 Gap 1.1	Dis -0.5 Gap 1.4
Maths	All 0.8 Dis -1.0 Gap 1.8	All 0.9 Dis 0.5 Gap 0.4

A focus on the progress in writing will take place.

Outcome 2

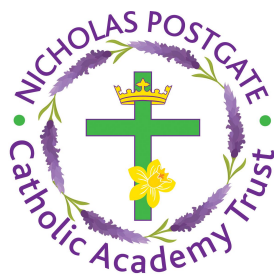
Improved attainment to reduce the gap between groups in Reading, Writing and Maths

KS1 Attainment

Subject	2019	2022
Reading EXS	All 73% Dis 70% Gap 3%	All 57% Dis 67% Gap +10%
Writing exs	All 69% Dis 70% Gap +1%	All 50% Dis 67% Gap +17%
Maths EXS	All 69% Dis 70% Gap +1%	All 60% Dis 89% Gap +29%

KS2 Attainment

Subject	2019	2022
Reading EXS	All 88% Dis 80% Gap 8%	All 86% Dis 75% Gap 11%
Writing EXS	All 88% Dis 80% Gap 8%	All 75% Dis 56% Gap 19%



Maths EXS	All 88% Dis 80% Gap 8%	All 79% Dis 63% Gap 16%
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A focus on attainment in KS2 continues to be required.

Objective 3

To provide quality interventions for pupils in RWM and Phonics

- Additional staff are now trained in Sounds Write to deliver interventions
- Interventions in Phonics and booster maths and reading are taking place to support under achievement
- Westgarth Hub feedback from Sounds Write visits show progress of phonics teaching in EYFS and KS1
- 64% of Y1 cohort achieved the phonics pass mark of 32/40
- 57% of PP children in Y1 achieved the phonics pass mark of 32/40
- 50% of pupils in Y2 achieved the phonics pass mark in Autumn 2021 and a further 31% in Summer 2022.

Objective 4

Good personal development and health wellbeing of pupils and families

- PSA continues to work with parents to support well being of families
- Headstart initiated in school to work to the Silver Award
- Pupils continue to access School in Mind 1:1 counselling.
- School Mental Health practitioner works with families to support a range of need.
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Objective 5

Improved attendance and punctuality for all group

	2020-2021	2021 -2022
All pupils	93.4%	92.2%
Disadvantaged	92.2%	91.6%
Gap	1.2%	0.6%



Attendance tracked

Attendance letter sent out and attendance officers visited pupils.

Objective 6

Widened life experiences and range of rich learning opportunities

- Year 6 residential support offered to ensure all pupils could attend.
- A range of activities offered to all pupils to enrich learning.
- Fund Day for all pupils
- Range of activities within school for pupils to participate in.

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

Programme	Provider
Third Space Learning	

Service pupil premium funding (optional)

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?	

Further information (optional)

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.

