



# St. Thomas More Primary School

## Pupil Premium Strategy Statement 2024 - 2025

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School Overview

Detail	Data
School name	St. Thomas More
Number of pupils in school	191 incl Nursery
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024 - 2025



Date this statement was published	Dec 2024
Dates on which it will be reviewed	April/July 2025
Statement authorised by	E KING
Pupil premium lead	C Smith
Governor / Trustee lead	Mrs G Howard

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,318
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable). <i>Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0



**Total budget for this academic year**

£121,318

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. The school is committed to the notion of inclusive education and aims to use pupil premium to ensure disadvantaged pupils achieve positive outcomes that are sustainable.

The challenges faced by the school can have a drastic effect on final attainment figures. However, the aim is to ensure the gap between disadvantaged pupils and their peers is reduced.

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. IDACI 1.6 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	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. 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 wellbeing of some pupils and families Impact of COVID 19 on mental health and functionality of families continues. Contextual safeguarding drug, crime, poverty implications on mental health and well-being.



## 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
<p>To provide quality interventions for pupils in RWM and Phonics</p>	<p>Quality effective interventions</p> <ul style="list-style-type: none"> <li>● Good progress and impact measured for pupils in interventions.</li> <li>● Review of interventions</li> <li>● Clearly identified interventions and groups</li> <li>● Timetabling of interventions set out</li> <li>● Effective use of space for interventions</li> <li>● CPD of staff</li> </ul> <p>Continue CPD for Sounds Write and Mastering Number</p>
<p>To improve the fluency and automaticity of grammar and punctuation in writing for disadvantaged pupils.</p>	<p>Improved GPS outcomes for disadvantaged pupils</p> <ul style="list-style-type: none"> <li>● Staff to receive training on the PVGP approach which focuses on the basic use of grammar and punctuation.</li> <li>● Pupil progress meetings to monitor progress of all pupils</li> </ul> <p>Improved writing scores for disadvantaged pupils</p> <ul style="list-style-type: none"> <li>● To hold termly moderation with partner schools to ensure consistency across expectations in writing outcomes and build confidence in teachers making judgements.</li> </ul>



	<ul style="list-style-type: none"> <li>• To discuss key marginals with teachers during pupil progress meetings.</li> <li>• Consistency of materials to assess writing</li> </ul> <p>CPD for staff</p>
<p>To ensure that the teaching of reading enables all children to read with increasing fluency and automaticity to further develop a love of reading</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"> <li>• PSA to work alongside parents and outside agencies</li> <li>• REACH SLA</li> <li>• Schools in Mind practitioner</li> <li>• Rainbows offered to pupils</li> </ul> <p>Headstart Silver Award to be achieved</p>
<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> <ul style="list-style-type: none"> <li>• attendance support offered for families with attendance below expected level.</li> <li>• persistent late comers supported by PSA/ NPCAT attendance team.</li> <li>• Rewards for 100% attendance termly and annually.</li> <li>• Promote attendance weeks</li> <li>• weekly attendance in Celebration assembly</li> <li>• use of social media to promote excellent attendance</li> </ul>



<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"> <li>• Provide a range of opportunities to enrich learning including, local trips, theatre visits to school, residential trips, and visitors into school</li> <li>• KS1 pupils to receive First Thing Music. TVMS to offer Music provision for KS2</li> <li>• Themed weeks with aspirational visitors and careers advice/ suggestions</li> </ul> <p>Provide a range of extracurricular clubs for KS1 and KS2 pupils at lunchtime and afterschool club</p>
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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: £42,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Pupil Progress meetings to track and	Pupil progress meetings and careful tracking of pupils ensures progress of all	1,2





<p>monitor progress for all pupils</p>	<p>and identifies pupils who require additional support</p> <p>Subject leaders to be able to track and monitor progress.</p>	
<p>Trauma Informed Approach to be introduced across school</p>	<p>Evidence suggests that whole school approaches which foster a culture of trusting and supportive relationships across the school between staff and children, and for staff with each other, and which are rooted in an understanding of behaviour as communicating needs, can help children to be more likely to thrive.</p> <p><a href="https://drive.google.com/file/d/14T0yeL9ewh2T1wnwAU0qEcGFmHzDuZtA/view?usp=drive_link">https://drive.google.com/file/d/14T0yeL9ewh2T1wnwAU0qEcGFmHzDuZtA/view?usp=drive_link</a></p> <p>Learning cannot happen if a child is suffering or has suffered trauma.</p> <p><a href="https://drive.google.com/file/d/14VfpQI_2cenRdSWLe07DPVyksbfHAG-A/view?usp=drive_link">https://drive.google.com/file/d/14VfpQI_2cenRdSWLe07DPVyksbfHAG-A/view?usp=drive_link</a></p> <p><a href="https://drive.google.com/file/d/14WV4GvFFJq9KPBs71v7kB7ptNU1lrL7t/view?usp=drive_link">https://drive.google.com/file/d/14WV4GvFFJq9KPBs71v7kB7ptNU1lrL7t/view?usp=drive_link</a></p>	
<p>Developing fluency in grammar and punctuation in order to develop fluency in independent writing and increase access to the wider curriculum</p>	<p>Department for Education (2019) 'National Curriculum Assessments at Key Stage 2 in England, 2019 states that disadvantaged pupils are 20% less likely than their peers to reach the expected standards in reading, writing and maths by the end of primary school, and the gap in literacy attainment grows substantially during Key Stage 2, with pupils making less progress than their peers in both reading and writing.<sup>1</sup></p> <p>Supporting socially disadvantaged pupils to excel in literacy at this stage of life is</p>	<p>1,2,3</p>



	<p>critical to closing the attainment gap between this group of pupils and their peers.</p> <p>To excel in literacy, pupils need high quality teaching and extensive opportunities to practice reading and writing</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	
<p>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</p> <p>Quality external and internal CPD to support quality first teaching across the school particularly for the disadvantaged.</p> <p>Particular focus on research led training</p>	<p>Quality CPD and evidence-based research results in quality first teaching.</p> <p>Research opportunities can improve the quality of teaching and learning. Participation in a Reading and Language Development research programme to develop reading</p>	1,2
<p>Formalise the assessment criteria within school to ensure focused intervention for those at risk of under achieving or making at least expected progress</p>	<p>The implementation of consistent assessment processes ensures robust assessment take place and supports teacher judgements at key assessment points. The use of QLA has highlighted the key areas for further teaching. Further development on assessment and moderation is required.</p>	1,2



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

Budgeted cost: £29,720

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, Mastery in Numbe, Multiplication</p> <p>Ensure interventions are resourced</p>	<p>Small focused interventions can accelerate learning</p> <p>EEF: Teaching Assistant Interventions  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1,2,7
<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  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_Making_BestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1635870019">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_Making_BestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1635870019</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	1,2,3
<p>Employ professional services of an Educational Psychologist to assess</p>	<p>Early intervention is beneficial to pupils in order to ensure the appropriate provision is made available to them.</p>	1,7,8



<p>identified pupils, providing next steps and support.</p>	<p>Recommendations from EP support teaching and learning. EP works with parents to increase engagement</p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £48,878

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PSA to support emotional support and wellbeing to vulnerable families</p>	<p>Increase concentration skills, attendance and retention</p> <p>Improved health and wellbeing to support learning</p>	<p>6,7,8</p>
<p>TVMS Provision through First Thing Music and music tuition</p>	<p>Improved concentration and behaviour</p> <p>Improved mathematics skills by developing appreciation to patterns and rhythm</p>	<p>6,8</p>
<p>Range of educational visits to create memorable events Organise visitors into school to develop children's love of learning. Residential trip for Year 5 and 6</p>	<p>Opportunities to inspire learning and real-life experiences to extend vocabulary and support learning. Create and develop pupils' interest in learning</p>	<p>6,7,8</p>



<p>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</p>	<p>Higher attendance leads to improved outcomes – you need to be at school to learn  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf</a></p>	<p>5,8</p>
<p>Provide a range of extracurricular clubs for KS1 and KS2 pupils at lunchtime and afterschool club</p>	<p>Widening life experiences develops whole child and provides enrichment that they would not normally experience. Develops vocabulary. Develops concentration</p>	<p>6,7,8</p>
<p>To provide counselling for those pupils requiring support through REACH and additional outside agencies</p>	<p>1:1 support from specialist trained individuals</p>	<p>8</p>
<p>To expose pupils to new opportunities, inspirational speakers and occupations in order to raise aspirations and broaden horizons.</p>	<p>Widens pupils' experiences          Raises aspirations          Increases motivation          Develops a love of learning</p>	<p>6,8</p>



To further enhance the outdoor provision for all children to develop their opportunities for sports, creativity, teamwork and learning about nature.

Opportunities to practise and develop skills learned in P.E lessons  
Provide books, board games and colouring in activities outside at playtime and dinner time to provide opportunities for children to develop their skills in personal development i.e turn taking  
Apply for funding for staff to be trained as Level 3 forest school practitioners in order to develop a forest school provision at school  
Develop the school allotment so that children can be involved in gardening

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*



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

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021-2022 academic year.

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

- Pupil progress meetings formalised and include English and Maths lead
- monitoring of data through Arbor
- Termly data analysis to identify trends and highlight under performance of focus groups
- Evidence of quality first teaching through monitoring process

Demographic	Y1 WA
All Students	80.8% (80.0%) +0.8%
Male	76.9% (80.0%) -3.1%
Female	84.6% (80.0%) +4.6%
FSM	100.0% (80.0%) +20.0%
Not FSM	70.6% (80.0%) -9.4%
Disadvantaged	100.0% (80.0%) +20.0%
Not Disadvantaged	70.6% (80.0%) -9.4%
Male Disadvantaged	100.0% (80.0%) +20.0%
Female Disadvantaged	100.0% (80.0%) +20.0%



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

KS1 Data 23 / 24

MTC

Demographic	Ach 25	Avg Mark
All Students	36.7% (34.0%) +2.7%	21.0 (20.6) +0.4
Male	53.8% (35.0%) +18.8%	23.0 (20.9) +2.1
Female	23.5% (32.0%) -8.5%	19.4 (20.4) -1.0
FSM	27.3% (25.0%) +2.3%	20.2 (18.9) +1.3
Not FSM	42.1% (37.0%) +5.1%	21.4 (21.3) +0.1
Disadvantaged	27.3% (25.0%) +2.3%	20.2 (18.9) +1.3
Not Disadvantaged	42.1% (37.0%) +5.1%	21.4 (21.3) +0.1
Male Disadvantaged	60.0% (26.0%) +34.0%	22.6 (19.2) +3.4
Female Disadvantaged	0.0% (23.0%) -23.0%	18.2 (18.6) -0.4

## 3. 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.

- Phonics scores increased for all pupils.
- Staff training for Sounds Write continues
- Reading Development programme involvement





Demographic	No. Pupils	EXS+ CRWM	EXS+ Reading	EXS+ Writing	EXS+ Maths	EXS+ Science
All Students	30	46.7% (N/A)	60.0% (68.0%) -8.0%	53.3% (60.0%) -6.7%	55.2% (70.0%) -14.8%	83.3% (79.0%) +4.3%
Disadvantaged	17	41.2% (N/A)	47.1% (54.0%) -6.9%	47.1% (44.0%) +3.1%	41.2% (56.0%) -14.8%	76.5% (66.0%) +10.5%

#### 4. Good personal development and health wellbeing of pupils and families

- PSA continues to work with parents to support wellbeing of families
- Headstarters developing in school
- Schools in Mind Counselling accessed by some children
- School Mental Health practitioner working in school.

#### 5. Improved attendance and punctuality for all groups

- Attendance tracked at school and trust level
- Bespoke AIPs and ACCs for persistent absentees.
- Attendance letter sent out and attendance officers visited pupils.
- PSA works with vulnerable families offering support to get children in school

#### 6. Widened life experiences and range of rich learning opportunities

- Year 6 residential to London and Parliament
- Year 5 visit to Pete Rigg
- Fun Day for all pupils
- Range of activities within school for pupils to participate in
- Extracurricular activities offered throughout the year
- Memorable trips and experiences for all pupils

## 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




## 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.*

