# 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 Catholic Primary School |
| Number of pupils in school | 208 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2022 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Headteacher & Chair of Governors |
| Pupil premium lead | LC |
| Governor / Trustee lead | EH |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 27,027.00 |
| Recovery premium funding allocation this academic year | £ 1691.67 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| **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 | £ 28,718.67 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Pupil Premium funding is designed to help raise the attainment of disadvantaged pupils of all abilities and close the gap between them and their peers. At St Thomas More Primary we are committed to removing any barriers to ensure they reach their full potential now and in the future and with the disproportionally high impact of Covid-19 on the education of disadvantaged pupils it makes this more important than ever.  When deciding how the funding is best spent it is important to consider the context of our school and the subsequent challenges faced. Research conducted by the EEF is used to inform and support decisions around the usefulness of different strategies and their value for money.  Common barriers to learning for disadvantaged pupils can be; less support at home, below average communication skills and attendance and punctuality issues. The challenges are varied and there is ‘no one size fits all’ model.  Our ultimate objectives are:   * To narrow the gap between disadvantaged and non-disadvantaged pupils * To support our pupils’ health and well-being by creating a safe environment that will enable them to access the learning at an appropriate level * Improved attendance for key pupils * Ensure all disadvantaged pupils make progress   We will aim to do this through:   * Ensure all pupils receive quality first teaching that is good or better * Making sure teaching and learning opportunities meet the needs of all the pupils * Small group work where necessary * Additional teaching and learning opportunities above what they already receive in class * Support payment for activities, educational visits and residentials. |

## 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 | Engagement during lockdown varied and has widened the gap between advantaged and non-disadvantaged children. |
| 2 | Some disadvantaged children have multiple barriers to learning (SEN,CIN,SEMH) |
| 3 | Low levels of attendance and persistent absence |

## 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 |
| Teachers will plan effectively by analysing gaps in learning to narrow any of these | Continuous evaluation and feedback moves children on in their learning  Quality first teaching meets the needs of all children, helping to fill gaps in knowledge |
| For all disadvantaged children to attend school regularly | Ensure attendance of disadvantaged children is above 85%  Offer of breakfast and after school clubs |
| Barriers to learning are addressed | Disadvantaged children will be prioritised for after school clubs  All will attend trips and residentials to widen their experiences |

## 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: £ 9060.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Mastering Number (R,1,2)  *(Supply costs £120 per day)* | Teachers to engage with the most up to date thinking utilising the experts available  EEF T and L toolkit – teacher knowledge | 1,2 |
| Support for teachers on delivering English curriculum | As above | 1,2 |
| Phonic training of new scheme for staff  *(costs for releasing staff)* | DFE reading framework  Phonics tool kit EEF  DFE accredited phonics program  Phonics strategy EEF T and L toolkit | 1,2 |
| Positive behaviour management training  (1 day training for all staff - £2500) | EEF T and L kit | 1,2 |

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

Budgeted cost: £ 14,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Effective deployment of TAs to support quality first teaching, identifying those children falling behind  *1:1 catch up provision from NTP* | EEF T and L toolkit | 1,2 |
| Targeted CPD to support planning for children with SEND  *(supply costs of release for staff over the year*  *£120 per day)* | EEF (5)  Evidence based strategies to support high quality teaching for pupils with additional needs | 1,2 |

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

Budgeted cost: £3650

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance officer to attend termly to analyse data and contact low attenders  *(£1500 per annum)*  Robust monitoring system in place and build positive relationship with identified families  Most improved attendance awards – to encourage children – afternoon tea/book vouchers  *(costs approx. £500)* | Parental engagement EEF (+3) | 1,2,3 |
| Disadvantaged children to be invited to breakfast club with access to computers to aid learning as well as multi skills clubs (£5 per session)  £2124 per annum | EEF T and L toolkit | 1,3 |

**Total budgeted cost: £** *27,210*

# 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.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?* |

## 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 |
| n/a |  |
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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? |  |

# 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.* |