

Pupil premium strategy statement for St Thomas More Catholic Primary School

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
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022 2022 - 2023 2023 - 2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Headteacher and Chair of Governors
Pupil premium lead	Siobhan Barnes
Governor / Trustee lead	Evelyn Holsworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,020.00 £59,291.00 (22/23) £27,027.00 (21/22)
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. 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	£64,020.00 £59,291.00 (22/23)

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£27,027.00 (21/22)
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Part A: Pupil premium strategy plan

Statement of intent

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 disproportionately 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 residential.

Challenges

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

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) 8% of PP are SEN
3	Regular attendance in school is a challenge for a % of our disadvantaged pupils.

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
Teachers will plan effectively and are able to use progression documents to better support children and narrow gaps	<ul style="list-style-type: none"> • Increased children achieving ARE in reading, writing and maths at the end of KS1 • Afl will be consistent and feedback moves children on in their learning. • End of year expectations embedded across the school • Interventions are purposeful and support the bottom 20% to make rapid progress • QFT meets the needs of all children and fills gaps in knowledge • Environment is vocabulary rich and children are able to use the vocabulary correctly. • The environment in the classroom scaffolds the learning for all children
For all disadvantaged children to attend school regularly	<ul style="list-style-type: none"> • Attendance and punctuation will improve for targeted children • PA will be reduced across the year • Teachers to make early contact with parents where attendance, reading or homework are a concern and address the impact • Teachers to share high aspirations of the children with parents and carers • Children's achievements and work to be shared with parents • Newsletters and social media channels share information on attendance

Reduce gaps between those who are disadvantaged or those with additional barriers and those who are not	<ul style="list-style-type: none"> Disadvantaged children will be prioritised for after school clubs All will attend school trips 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: £ 26,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective deployment of TAs to support quality first teaching	Additional adult allows the teacher to work with targeted pupils	1,2
Purchase of standardised diagnostic assessments	Tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction EEF – Assessment and monitoring pupil progress	1,2
Enhancement of our Wider curriculum provision	Delivery of a broad and balanced curriculum that provides a progressive learning journey for all.	1,2
Upskilling middle leaders to lead on delivery of new wider curriculum plus training for all class teachers.	Teachers to engage with the most up to date thinking utilising the experts available EEF T and L toolkit – teacher knowledge	1,2
Embedding the delivery of the new phonics scheme and induction training for new staff	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils. Phonics Toolkit - EEF	1,2
Specialist SALT appointed to address	Children need to be able to have clear speech, language and communications	1,2

gaps and provide CPD for teachers and TAs (supply costs £82 per day)	skills in order to access quality first teaching	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 22,300.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further support.	Extra interventions allows lower phonics achievers to catch up in relation to ARE To sustain high phonics results.	1,2
Wellcomm screening for those entering early years – targeted support for those new to school	It identifies gaps or difficulties that will then in turn provide interventions to plug those gaps. Approaches that focus on speaking and listening and a combination of the two show positive impact on attainment.	1,2
Support for pupils with Social, emotional and behavioural needs	Children with social and emotional needs have a safe space during breaks enabling them to engage effectively in their learning in class	1,2,3
Structured interventions to identify those falling behind. Resources to support TAs in their delivery	Small teaching groups that allows early intervention to prevent gaps widening	1,2

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

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance for disadvantaged children	EEF T and L toolkit parent engagement	1,2,3

<ul style="list-style-type: none"> -Attendance officer to attend termly to analyse data and contact Pas - Robust monitoring systems in place to build positive relationships with identified families - Most improved attendance awards and weekly winners celebrated - prizes across year groups for positive attendance - introduction of Studybugs, a robust system that analyses attendance 		
<p>Embedding principles of good practice set out in the DfE's Improving Attendance advice</p> <p>This will involve training and release time for the school to develop and implement new and existing procedures</p>	<p>Data shows the strong correlation between poor attendance and underachievement.</p>	<p>1,3</p>
<p>Funding support for school trips and residentials</p> <p>Funding of places in extracurricular clubs</p>	<p>Enabling children to share in experiences with their peers</p> <p>Children can be encouraged to participate in clubs to support development of self-confidence and promote mental well being</p>	<p>1,3</p>

Total budgeted cost: £ 59,987.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as the DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and the DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2023 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that despite some strong individual performances and the results being higher than England, the progress of our disadvantaged pupils was slightly below the ARE but roughly in line with the Royal Borough of Greenwich. Our analysis shows that the reason for this is likely the initial and sustained impact of Covid 19. However, some of our approaches to support outcomes for pupils have had an impact on narrowing the gap such as targeted interventions.

For some families the pandemic seems to have normalised habitual absences and we can see clear links between low achievement and low family expectations.

Absence among disadvantaged pupils is slightly higher than their peers. We recognise that low attendance links to low attainment and this gap needs to be addressed. This is why raising the attendance of our disadvantaged pupils and decreasing our PA is a clear focus of our current plan.

We have reviewed our strategy plan and made slight changes to how we intend to use some of our budget this academic year. The introduction of Studybugs, a robust

monitoring system of attendance and PA that will allow us to hone in on specific trends and tackle PA.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
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.