

21 St Thomas More RC Primary School - Pupil premium strategy statement

1. Summary information					
School	St Thomas More RC Primary School				
Academic Year	2018-19	Total PP budget	£11,880	Date of most recent PP Review	Sept 2018
Total number of pupils	94	Number of pupils eligible for PP	9	Date for next internal review of this strategy	March 2019

2. Current attainment		
Whole school	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	37.5%	88.7%
% making expected+ progress in reading	75%	87.5%
% making expected+ progress in writing	50%	79.7%
% making expected+ progress in maths	100%	85.9%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Internal school data shows that some PP pupils achieve below other pupils.
B.	
C.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental engagement of some families.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To diminish the difference between the attainment of PP pupils and other pupils	All PP pupils to make at least expected progress. To continue diminishing the difference by accelerating the progress of PP pupils so that they make better than expected progress.
B.	To increase the % of PP pupils achieving in writing.	Internal data shows that at least 50% of PP pupils are achieving in writing.

5. Planned expenditure

Academic year

2018-2019

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure that children make progress across the school in order to catch up to their peers.	High staffing levels to ensure low adult:child ratios in each cohort. This will allow the teacher to focus more time with PP children, so that progress is increased and PP pupils receive teaching from qualified teachers and when the teacher is with other groups, their learning can be extended and challenged by TAs.	Use TAs to enable teachers to work <i>more</i> with lower-attaining pupils and those with SEN – Education Endowment Fund (EEF). At StTM the deployment of TAs will enable teachers to work with any PP pupils to close any gaps between themselves and other pupils. Emphasise the importance of 'quality teaching first'. StTM aims to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit our pupils and sharing best practice – this is in line with NFER research for DfE.	Tracking of PP pupils will be completed termly and any gaps in attainment will be identified. Tracking of other pupils will be completed termly and any gaps in attainment will be identified. Pupil progress meetings held termly. Lesson observations and work scrutiny will ensure at least good teaching of writing.	SC, PN, RB	March 2019 Round of work scrutiny completed in autumn term. Observations completed by EDP and SLT in Spring 2. Pupil progress meetings held spring term.
To accelerate progress in Writing.	Ensure that regular writing opportunities cover topics that engage and motivate. Allow opportunities for careful planning of writing and editing and redrafting through effective deployment of adult support. Teachers should deliver writing lessons incorporating the full range of learning styles, linking learning to motivational texts and experiences.	EEF suggests that all individuals have a particular approach to learning therefore it is more effective if pupils are taught using their particular learning style.	Tracking of PP pupils will be completed termly and any gaps in attainment will be identified. Tracking of other pupils will be completed termly and any gaps in attainment will be identified. Pupil progress meetings held termly. Lesson observations and work scrutiny will ensure at least good teaching of writing. Writing CPD provided by CG (Writing advisor) in October.	SC, PN, RB	March 2019 Round of work scrutiny completed in autumn term. Observations completed by EDP and SLT in Spring 2. Pupil progress meetings held spring term.

<p>To accelerate progress in Reading (to support pupils' achievement in writing).</p>	<p>Reading sessions will be timetabled weekly. CPD and resources from the EEF project will ensure that staff are confident in delivering focused teaching of reading skills and assessing pupils in this area. Displays in school raise the profile of reading as a whole, in addition to supporting and enhancing pupil's learning. RWI sessions will teach specific phonic skills and increase reading fluency.</p>	<p>EEF research suggests that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p>	<p>Tracking of PP pupils will be completed termly and any gaps in attainment will be identified. Tracking of other pupils will be completed termly and any gaps in attainment will be identified. Pupil progress meetings held termly. Lesson observations and work scrutiny will ensure at least good teaching of reading.</p>	<p>SC, PN, RB</p>	<p>March 2019</p> <p>Round of work scrutiny completed in autumn term. Observations completed by EDP and SLT in Spring 2 – focused on reading throughout the curriculum. Pupil progress meetings held spring term. Reading displays throughout school support learning and enhance pupils' progress.</p>
Total budgeted cost					<p>£3550</p>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure children entitled to PP receive support and make progress regardless of SEN	SENco to monitor SEN pupils and offer advice/strategies to overcome potential barriers to learning.	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs – EEF.	SENco to monitor provision. Tracking of PP pupils will be completed termly and any gaps in attainment will be identified. Tracking of other pupils will be completed termly and any gaps in attainment will be identified. Pupil progress meetings held termly.	LS, SC, PN	March 2019 Dedicated time each week timetabled for SEN monitoring, report writing, liaising with staff and outside agencies etc.
Speech and Language Therapy	Many children enter school with speech and language difficulties. Early access to speech and language assessment and subsequent report and advice ensures prompt intervention for our pupils.	Seek out strategies best suited to addressing individual needs and provide individual support for pupils that have very specific learning needs - this is in line with NFER research for DfE.	SENco to monitor provision. Regular dialogue with SALT.	LS, SC, PN	March 2019 SALT assessment, reports, advice and suggested strategies have a positive impact on many children – evidenced through reviewed support plans and provision maps. <i>SALT continues to work in school, providing work for support staff to deliver with pupils. Case studies available in school.</i>
To support families where necessary and increase pupil engagement.	Employ a positive futures adviser to help address barriers to learning and support parents and families through referrals, meetings and training programmes.	EEF suggests that SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).	Close working relationships with Lily Morris – PFA.	SC, PN, LS	March 2019 PFA has supported 6 families (8 children). <i>PFA has also started to make contact with families where attendance has been highlighted as a concern.</i>
Total budgeted cost					£7230

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>After school clubs- To provide equality of opportunities for pp children</p>	<p>Provision of after school clubs FOC for PP children. This enables pupils to access a wide range of after school clubs. Any pupil can access provision regardless of finances.</p>	<p>Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners. – Education Endowment Fund.</p> <p>The overall impact of sports participation on academic achievement tends to be positive – Education Endowment Fund</p>	<p>Uptake rates are monitored and further financial support signposted when required.</p>	<p>SC, PN, RB</p>	<p>April 2019</p> <p>Children attend after school clubs free of charge or at a reduced cost. Extracurricular clubs offer a wide range of activities.</p> <p>Various clubs are offered throughout the year – information is held in school</p>
Total budgeted cost					<p>£1100</p>

6. Review of expenditure

Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Ensure that children make progress across the school in order to catch up to their peers.	High staffing levels to ensure low adult:child ratios in each cohort. This will allow the teacher to focus more time with PP children, so that progress is increased and PP pupils receive teaching from qualified teachers and when the teacher is with other groups, their learning can be extended and challenged by TAs.	Use TAs to enable teachers to work <i>more</i> with lower-attaining pupils and those with SEN – Education Endowment Fund (EEF). At StTM the deployment of TAs will enable teachers to work with any PP pupils to close any gaps between themselves and other pupils. Emphasise the importance of 'quality teaching first'. StTM aims to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit our pupils and sharing best practice – this is in line with NFER research for DfE.	This continues to be an effective strategy.	£6550
To accelerate progress in Reading.	Reading sessions will be timetabled weekly. CPD and resources from the EEF project will ensure that staff are confident in delivering focused teaching of reading skills and assessing pupils in this area. Displays in school raise the profile of reading as a whole, in addition to supporting and enhancing pupil's learning. RWI	EEF research suggests that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.	Reading has benefitted from being a focus last year so we will continue to focus on this this year.	

To accelerate progress in Reading and Writing.	Introduction of new reading materials to motivate and encourage children to read for pleasure. Ensure that regular writing opportunities cover topics that engage and motivate. Allow opportunities for careful planning of writing and editing and redrafting through effective deployment of adult support.	EEF suggests that all individuals have a particular approach to learning therefore it is more effective if pupils are taught using their particular learning style.	Writing has become more of a priority as the percentage of pupils achieving expected levels in writing has dropped across the school, especially for PP pupils. This will be a priority going forwards.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Ensure children entitled to PP receive support and make progress regardless of SEN	SENco to monitor SEN pupils and offer advice/strategies to overcome potential barriers to learning.	During the 2016-17 academic year programmes were provided to support the needs of pupils. This was evaluated as being an effective strategy and one that would be beneficial again in 2017-18. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs – EEF	This continues to be an effective approach.	£2750
Speech and Language Therapy	Many children enter school with speech and language difficulties. Early access to speech and language assessment and subsequent report and advice ensures prompt intervention for our pupils.	Seek out strategies best suited to addressing individual needs and provide individual support for pupils that have very specific learning needs - this is in line with NFER research for DfE.	This continues to be an effective approach.	

To support families where necessary and increase pupil engagement.	Employ a parent support adviser to help address barriers to learning and support parents and families through referrals, meetings and training programmes.	EEF suggests that SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).	This continues to be an effective approach. The Parent Support Advisor is now employed under a new job role – Positive Futures Advisor.	
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
After school clubs- To provide equality of opportunities for pp children	Access to after school clubs is FOC Provision of after school clubs FOC for PP children This enables pupils to access a wide range of after school clubs FOC Cost reduced for after school sessions. Any pupil can access provision regardless of finances.	Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners. – Education Endowment Fund. The overall impact of sports participation on academic achievement tends to be positive – Education Endowment Fund	This continues to be an effective approach.	£1100

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>