

St Thomas More RC Primary School - Pupil premium strategy statement

1. Summary information					
School	St Thomas More RC Primary School				
Academic Year	2019-20	Total PP budget	£18,780	Date of most recent PP Review	Sept 2019
Total number of pupils	86	Number of pupils eligible for PP	12	Date for next internal review of this strategy	March 2020

2. Current attainment		
Whole school	Pupils eligible for PP	Pupils not eligible for PP
% making expected+ progress in reading	63%	88%
% making expected+ progress in writing	38%	84%
% making expected+ progress in maths	63%	94%

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.
C.	To increase the % of PP pupils achieving in maths.	Internal data shows that at least 75% of PP pupils are achieving in maths.

5. Planned expenditure

Academic year

2019-2020

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.	<p>Targeted homework intervention using resources such as CGP 10 minute workout and rising stars maths practice books.</p> <p>Opportunities for outdoor learning to broaden children's experiences as well as motivate and engage them in learning.</p>	<p>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.</p> <p>There is evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment (EEF).</p> <p>Overall, studies of adventure and outdoor learning consistently show positive benefits on academic learning. On average, pupils make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (EEF)</p>	<p>Tracking of PP pupils will be completed termly and any gaps in attainment will be identified.</p> <p>Tracking of other pupils will be completed termly and any gaps in attainment will be identified.</p> <p>Pupil progress meetings held termly.</p> <p>Teachers to oversee homework provision and monitor impact on closing the gap.</p> <p>Learning walks to monitor opportunities for outdoor learning.</p>	PN, KH,	<p>March 2020</p> <p>Assessment data has been used to identify children not making expected progress – SLT have discussed this with class teachers to put additional support in place.</p>

<p>To accelerate progress in Writing.</p>	<p>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. Particular focus this year on boys writing as this was identified as an area for improvement across the whole school and a large proportion of the underachieving PP children were boys.</p>	<p>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.</p> <p>Messages on improving writing from Ofsted. Yes he can. Schools where boys write well (Ofsted report, published July 2003):</p> <p>Teachers place high emphasis not just on children acquiring specific writing skills but also on promoting engagement and pleasure in writing. Assessment for learning is used to find out how well children are writing and how to help them improve</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 writing.</p>	<p>PN, KH, RB</p>	<p>March 2020</p> <p>Assessment data has been used to identify children not making expected progress in writing – SLT have discussed this with class teachers to put additional support in place. Writing work scrutiny has taken place and feedback given to teachers.</p>
<p>To accelerate progress in Maths.</p>	<p>Embed White Rose Maths throughout the school and ensure that children make good progress. Staff will have regard for and knowledge of pupils' prior attainment, and will plan activities to build on individual starting points.</p>	<p>A mastery approach based on White Rose maths was rolled out during the last academic year and was very successful. This will be further embedded across the school as part of the whole school improvement plan and will benefit PP children who are underachieving. There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress (EEF).</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 maths. Maths subject lead will attend network meetings and give feedback to all staff on best practice.</p>	<p>PN, KH, TH</p>	<p>March 2020</p> <p>Assessment data has been used to identify children not making expected progress in maths – SLT have discussed this with class teachers to put additional support in place. This includes children who are targeted to be at greater depth by the end of the year. Maths network meetings have been attended.</p>
<p>Total budgeted cost</p>					<p>£5,780</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.	PN, KH, LS	March 2020 SENCO is currently collating all SEN support plans from teachers to monitor provision.
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. Studies of oral language interventions consistently show positive impact on learning. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year - EEF	SENco to monitor provision. Regular dialogue with SALT.	PN, KH, LS	March 2020 SALT assessment, reports, advice and suggested strategies have a positive impact on many children – evidenced through reviewed support plans.
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.	PN, KH, LS	March 2020 PFA continues to support many families.
Total budgeted cost					£10,000
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>Extra curricular activities- To provide equality of opportunities for pp children</p>	<p>Provision of after school clubs, music tuition, school visits and residential 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. 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>PN, KH, JC</p>	<p>March 2020</p> <p>Children attend after school clubs free of charge or at a reduced cost.</p>
Total budgeted cost					<p>£3,000</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 was an effective strategy. However, enforced redundancies have led to less staff available so this approach will have to be amended this year.	£3550
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	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.	This is an effective strategy and will be continued. Focus this year particularly on boys writing in KS1 and Y3.	

<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</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>This strategy was effective last year but focus will be on maths this year in line with school improvement plan.</p>	
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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
<p>Ensure children entitled to PP receive support and make progress regardless of SEN</p>	<p>SENco to monitor SEN pupils and offer advice/strategies to overcome potential barriers to learning.</p>	<p>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</p>	<p>This continues to be an effective approach.</p>	<p>£7230</p>
<p>Speech and Language Therapy</p>	<p>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.</p>	<p>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.</p>	<p>This continues to be an effective approach.</p>	

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).	This continues to be an effective approach.	
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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>