

St Thomas More RC Primary School - Pupil premium strategy statement

1. Summary information					
School	St Thomas More RC Primary School				
Academic Year	2020-21	Total PP budget	£16,450	Date of most recent PP Review	March 2021
Total number of pupils	79	Number of pupils eligible for PP	11	Date for next internal review of this strategy	July 2021

2. 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.	Anxieties around the current situation and having missed school during lockdown	
B.	Gaps in learning due to lockdown	
C.	Potential future local lockdown	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Parental engagement of some families.	
3. 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 ensure children entitled to PP receive support and make progress regardless of SEN	PP children with additional needs receive the support and intervention necessary to enable them to make progress.
C.	To provide equality of opportunities for pp children in terms of extra-curricular activities	PP children will have the same opportunities as other children

4. Planned expenditure

Academic year

2020-2021

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?
<p>Ensure that children make progress across the school in order to catch up to their peers.</p>	<p>Review of foundation subjects to ensure children receive a broad and balanced curriculum that develops the necessary knowledge and skills and provides challenge for all pupils.</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>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. Tracking of other pupils will be completed termly and any gaps in attainment will be identified. Pupil progress meetings held termly. Learning walks to monitor opportunities for outdoor learning.</p>	<p>BROD, KH,</p>	<p>March 2021 Curriculum meetings have taken place for all subjects during the Autumn term. Curriculum statements for foundation subjects have all been developed. Further meetings to take place in the Summer term to consolidate long term overviews of each subject to ensure the curriculum is progressive and sequential.</p> <p>Outdoor provision continues to be successful.</p> <p>Next review July 2021</p>

<p>To accelerate progress in Reading.</p>	<p>Fully embed a challenging reading curriculum, based on early assessment that ensures that pupils make good progress in all aspects of reading so that almost all pupils reach their age-related expectations and an increased number exceed their age-related expectations. Children are reading appropriately challenging books.</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>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>BROD, KH, RB</p>	<p>March 2021 Reading remains a high priority across the school. Focused whole school events based on a book – Here we are, Stick Man, What we'll build. World book day focused on adults sharing books with children (including governors and the wider school community). VIPERS and other reading strategies used successfully in KS2.</p> <p>Next review July 2021</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 will be further embedded across the school as part of the whole school improvement plan and will benefit PP children who are underachieving.</p> <p>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>BROD, KH, TH</p>	<p>March 2021 White Rose maths planning reviewed and adapted to ensure gaps due to lockdown were addressed over this year. Focus on key instant recall facts to build fluency to allow mastery in Maths.</p> <p>Next review July 2021</p>
<p>Total budgeted cost</p>					<p>£4,450</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.	BROD, KH, LS	<p>March 2021 SENCO oversees support plans and provision for all SEN children, coordinating with other professionals to ensure children's needs are met.</p> <p>Next review July 2021</p>
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.	BROD, KH, LS	<p>March 2021 SALT assessment, reports, advice and suggested strategies have a positive impact on many children – evidenced through reviewed support plans.</p> <p>Next review July 2021</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).	Close working relationships with Lily Morris – PFA.	BROD, KH, LM	<p>March 2021 PFA has been a massive support to families during partial school closure. PFA leads TAF meetings for several families to coordinate support between various professionals and ensure the needs of the children and family are best met.</p> <p>Next review July 2021</p>
Total budgeted cost					£9,000

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 or at a reduced cost 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>BROD, KH, JC</p>	<p>March 2021 All children have had equal access to extra-curricular activities.</p> <p>Next review July 2021</p>
Total budgeted cost					£3,000

5. Review of expenditure

Previous Academic Year

2019-2020

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.	Targeted homework intervention using resources such as CGP 10 minute workout and rising stars maths practice books. Opportunities for outdoor learning to broaden children's experiences as well as motivate and engage them in learning.	Interim review shows that children were making progress due to targeted intervention and outdoor learning. However end of year assessments did not take place due to COVID lockdown.	Outcome to remain a priority but focus changed to full curriculum review.	£5,780

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. 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.	Interim review shows that children were making in writing. However end of year assessments did not take place due to COVID lockdown.	Focus for whole school development changed to reading.	
To accelerate progress in Maths.	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.	Interim review shows that children were making in maths. However end of year assessments did not take place due to COVID lockdown.	This will continue to be a priority.	

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
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		Include impact on pupils not eligible for PP, if appropriate.		
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.	SEN support plans show children were making progress up to February. End of year review did not take place due to COVID lockdown.	This continues to be an effective approach.	£10,000
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.	SALT intervention records show children were making progress up to February. End of year review did not take place due to COVID lockdown.	This continues to be an effective approach.	
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.	Lily Morris supported many families throughout the year – including lockdown. This had a positive impact on both children and parents.	This continues to be an effective approach.	
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

<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>PP children accessed a variety of extra-curricular activities – finances were not a barrier.</p>	<p>This continues to be an effective approach.</p>	<p>£3,000</p>
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6. 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>