

# St Thomas More Catholic Primary School Pupil Premium Strategy Statement 2021/22

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

Detail	Data
School name	St Thomas More Catholic Primary School
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 2022/23 2023/24
Date this statement was published	November 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Tom Hunt
Pupil premium lead	Tom Hunt
Governor / Trustee lead	Chris Tate

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 17, 795
Recovery premium funding allocation this academic year	£ 2, 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 19, 795

# Part A: Pupil premium strategy plan

## Statement of intent

At St Thomas More, we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

## Challenges

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

Challenge number	Detail of challenge
1	Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
2	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
3	Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading.
4	Sensory regulations issues in children eligible for pupil premium is high compared to their peers. This can affect their behaviour and ability to concentrate during lessons.
5	A high proportion of pupils eligible for pupil premium have been impacted by traumatic stress.

## 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
<p>Improve emotional resilience for all pupils through use of support and intervention from Positive Futures Advisor.</p>	<p>Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.</p>
<p>Provide children with high quality teaching and feedback to ensure progress in lessons.</p> <p>Ensure pupils are provided with organisers to support their learning.</p>	<p>Increased proportions of pupils will reach ARE in English and Maths across the school.</p>
<p>Increase engagement with parents to support home reading.</p> <p>Provide increased opportunities in school to support and enthuse a love of reading.</p>	<p>By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2021.</p>
<p>Improve the support and accessibility of sensory equipment for children who have difficulties with sensory regulation.</p>	<p>Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.</p>
<p>Improve the support for children who have experienced traumatic stress.</p> <p>Ensure staff are adequately trained to support children who have experienced traumatic stress.</p>	<p>Attendance and attainment of children effected by traumatic stress will improve.</p>

## 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: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff member to train as a mental health lead to help prioritise social and emotional learning.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	1
All staff to access training on how to implement effective, immediate feedback.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Feedback leads on average to 7 months progress.	2
All staff to access Little Wandle training to ensure consistency in this approach to phonics across the school.	Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).  Little Wandle is a DfE accredited systematic synthetic phonics programme  <b>EEF toolkit: Phonics - additional 4 month progress.</b>	3
All staff to access training in working with children with sensory regulation difficulty.	Evidence from the EEF suggests that there are some indications that children from disadvantaged backgrounds are more likely to begin nursery or reception with weaker self-regulation skills than their peers. As a result, embedding self-regulation strategies into early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds.	4

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

Budgeted cost: £ 15, 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to 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).	1
Children to receive same day intervention when misconceptions arise during lessons.		2
<p>Parents to receive Little Wandle's support to encourage their children's reading at home.</p> <p>Little Wandle resources to be purchased.</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p>Little Wandle is a DfE accredited systematic synthetic phonics programme</p> <p><b>EEF toolkit: Phonics - additional 4 month progress.</b></p>	3
Sensory equipment purchased to create a sensory room for one to one support and interventions.	Evidence from the EEF suggests that there are some indications that children from disadvantaged backgrounds are more likely to begin nursery or reception with weaker self-regulation skills than their peers. As a result, embedding self-regulation strategies into early years	4

	teaching is likely to be particularly beneficial for children from disadvantaged backgrounds.	
Staff will begin training for the school to become a Trauma informed school.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	5

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

Budgeted cost: £1,595

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Provide free entry to breakfast, tea time and extra curricular clubs for children with sensory regulation difficulties	EEF Suggests that attending a breakfast club may result in 2 months progress in KS1 maths, reading and writing.	1 2

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## 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.

During 2020 to 2021 our pupil premium strategy plan had the following outcomes:

All children have had equal access to extracurricular activities

SALT assessment, reports, advice and suggested strategies had a positive impact on many children – evidenced through reviewed support plans.

PFA was a massive support to families during partial school closure

PFA led TAF meetings for several families to coordinate support between various professionals and ensure the needs of the children and family are best met.

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

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).

