



Primary Pupil Premium Strategy Statement

School Name : St Thomas More Primary School

2020-21 Academic Year

Pupil premium strategy statement

School overview

Metric	Data
School name	St Thomas More RC Primary
Pupils in school (YR-Y6)	180
Proportion of disadvantaged pupils	84/180 children 46%
Pupil premium allocation this academic year	£117, 661
Academic year or years covered by statement	2020-21
Publish date	October 2020
Review date	Termly
Statement authorised by	Ciara Smith (Deputy Head Teacher)
Pupil premium lead	Ciara Smith
Governor lead	Not yet appointed

Disadvantaged pupil progress scores for last academic year – based on internal data from Spring 2 due to school closures for COVID-19.

Measure	Score
Reading	11/14 79%
Writing	11/14 79%
Maths	9/14 64%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	8/16 50%
Achieving high standard at KS2	2/16 13%

Measure	Activity
Priority 1	Ensure that high quality interventions are implemented and that these are effectively monitored for impact.
Priority 2	To support families and children with social, emotional and behavioural difficulties who need to be ready for learning.
Barriers to learning these priorities address	Staffing capacity to deliver intervention and support.

	<p>Challenging family circumstances leading to poor mental health of some pupils and parents.</p> <p>Experience deficit – limited experiences outside the family home.</p> <p>Lack of parental engagement in school.</p> <p>Impact of COVID-19 on mental health of pupils and families combined with non attendance at school for a significant number of children.</p>
Projected spending	£117,661

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve at least national average progress scores in KS1 and KS2 reading.	July 2021
Progress in Writing	Achieve at least national average progress scores in KS1 and KS2 reading.	July 2021
Progress in Mathematics	Achieve at least national average progress scores in KS1 and KS2 reading.	July 2021
Phonics	Achieve at least national average in phonics screening.	July 2021
Other	EYFS GLD in line with national or above.	July 2021

Targeted academic support for current academic year (P.P pupils only)

Measure	Activity
Ensure that high quality interventions are implemented and that these are effectively monitored for impact.	<p>Purchase resources/licenses to deliver a range of interventions across school including: Talk Boost, Sounds Write, Play Therapy, ELSA programme, Third Space Learning and NumBots.</p> <p>Each Year group will have a Teaching Assistant to support children's learning through classroom support and to work with targeted pupils/small groups as needed on key skills gaps.</p> <p>Closely track progress of disadvantaged pupils based on prior attainment.</p>
To support families and children with social, emotional and behavioural difficulties who need to be ready for learning.	<p>Two 0.6 pastoral leaders in post from January 2021 (temporary full time post holder in place from Sept 2020) to ensure families are supported effectively.</p> <p>SENDCo given non-contact time to liaise with PLs and families ensuring referrals to appropriate agencies can be made if needed.</p> <p>Emotional Literacy Support Assistant role to commence in Jan 2021 to support targeted children.</p> <p>MIND weekly art therapy sessions for targeted children from Oct 2020.</p> <p>Play Therapy sessions for targeted children from Sept 2020.</p> <p>Outside agencies to continue to work with school to support vulnerable families.</p>

<p>Barriers to learning these priorities address</p>	<p>Staffing capacity to deliver intervention and support. Challenging family circumstances leading to poor mental health of some pupils and parents. Experience deficit – limited experiences outside the family home. Lack of parental engagement in school. Impact of COVID-19 on mental health of pupils and families combined with non attendance at school for a significant number of children. Impact of COVID-19 preventing some agencies from working face to face with children and families.</p>
<p>Projected spending</p>	<p>Sounds Write Training x5 TAs = £2250 ELSA Training x1 TA = £525 2x part time permanent pastoral lead salaries = £34,380 TAs working with P.P children in class/targeted support = £72,721 Resources to support interventions = £1000 Total spend = £ 110, 876</p>

Wider strategies for current academic year (All pupils)

<p>Measure</p>	<p>Activity</p>
<p>Ensure that high quality interventions are implemented and that these are effectively monitored for impact.</p>	<p>Closely track progress of all pupils based on their prior attainment. Ensure all interventions are being delivered at a high standard and pupils are making progress from their relevant starting point. SENDCo/Pastoral Leads to review and monitor interventions half termly.</p>
<p>To support families and children with social, emotional and behavioural difficulties who need to be ready for learning.</p>	<p>Residential trip subsidised for all children. All children have access to support from the pastoral leads, attendance team and SENDCo as well as relevant outside agencies. All staff to record incidents of concern regarding children’s social, emotional and behavioural difficulties on CPOMs when needed, SENDCo, PLs and SLT to monitor. Regular communication with families through phonecalls, meetings, parents evening etc to ensure all families feel supported.</p>
<p>Barriers to learning these priorities address</p>	<p>Lack of parental aspiration and engagement in school. Poor attendance and persistent absenteeism.</p>

	Numbers of children not consistently making progress in line or better than the national average. Challenging family circumstances leading to poor mental health of some pupils and families.
Projected spending	Residential trip subsidised = £50 x 26 = £1300 Other school visits subsidised = £10 x 212 = £2120 Resources and rewards - £3365 Total spend = £6786

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	High quality staff CPD throughout year.	Inset days, staff meetings, twilights, release time to other schools.
Targeted support	Time and support for English and Maths leads and SENDCo	Key people working with staff to ensure high quality provision.
Wider strategies	Engaging families in their child's learning and development.	Continuing to build relationships with parents and working closely with outside agencies.

Review: last year's aims and outcomes

Aim	Outcome
To ensure KS2 disadvantaged pupils continue to achieve as well as or better than other pupils nationally.	Spring term data showed the majority of disadvantaged children were on track to achieve as well as or better than other pupils nationally. No summer term data was available due to school closures.
To raise the percentage of KS2 disadvantaged pupils achieving a higher standard in Reading, Writing or Maths.	Data for disadvantaged children achieving ARE in 2019 was as follows: <u>2019 Verified data</u> Reading – 70% Writing – 60% Maths – 80% <u>2020 data</u> Reading – 79% Writing – 79% Maths – 79%

<p>To continue to ensure high levels of parental engagement through providing a wide range of termly opportunities to enable them to support their child's learning.</p>	<p>High numbers of parents attending various school events including attendance at parents evening. LPPA award achieved.</p>
<p>To improve life experiences for children through effective pastoral care, breakfast club enrichment opportunities and nurture group support e.g. termly timetables for enrichment and nurture so that children feel safe and secure at school.</p> <p>Pupils have access to a broad and balanced curriculum with many experiences.</p>	<p>High numbers of children attending breakfast club and other enrichment opportunities.</p> <p>Pupil voice surveys indicate they feel safe in school.</p> <p>Children thrive as a result of opportunities they would not normally have access to i.e. through school visits and trips.</p>
<p>To provide effective family support through intervention provided by the pastoral leaders in school to ensure that children are ready for learning everyday through attending everyday and being punctual whilst the family is supported to deal with any challenges/issues they may be experiencing. Measured through regular review of impact of Pastoral Leaders work and half termly review of caseloads.</p>	<p>One of our pastoral leaders was on long term sick from 6th February 2020 reducing the capacity of the team however family support continued successfully with children feeling safe, happy and ready to learn.</p> <p>Pastoral Leader resigned in summer term, review of caseloads indicated a need for the role to be replaced in the next academic year.</p>
<p>To accelerate the progress of all PP pupils who are at risk of underachievement.</p>	<p>The majority of disadvantaged pupils make at least expected progress each term.</p>