

## Pupil Premium Strategy 2021/2022

This statement details our school's use of pupil premium (and recovery premium for the 2021-2022 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
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	11%
Date this statement was published	January 2022
Date on which it will be reviewed	September 2022
Pupil Premium Lead	Breda Bowles (Interim Headteacher)
Governor Lead	Anna Capelli (Chair of Governors)

### Funding Overview

Pupil Premium funding allocation this academic year	£17,828
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## Part A: Pupil premium strategy plan

### Statement of intent

At St Thomas More, we have high aspirations and ambitions for our children through our curriculum and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential and aspire to be the best they can be.

Through our faith in Jesus we endeavour to treat all children as individuals, with their own strengths and areas to develop. As a result, many of the reasons listed below may not apply to children in receipt of the PPG, however, these are just some of the barriers to achievements these children may encounter:

- Low attendance
- Punctuality
- SEND
- A behaviour, emotional or social need
- Family breakdowns or bereavement
- Financial concerns, which result in the family being unable to contribute full amounts to residential or school trips

As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted activities and additional sessions, we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor

how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement.

#### Principals

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

#### Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data
- For all disadvantaged pupils in school to make more than expected progress in order to reach Age Related Expectation at the end of Year 6

#### Achieving These Objectives

The range of provision the Governing Body consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- Providing small group work with an experienced teacher/HLTA
- Additional teaching and learning opportunities provided through external agencies
- Well being and nurture groups

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations. Pupil premium resources are to be used to target able children on FSM to achieve Age Related Expectations with additional support provided for:

- Transition from primary to secondary and transition internally and into EYFS
- Additional learning activities beyond what is done through class teaching daily
- Help with paying/Pay for all activities, educational visits and residential trips ensuring children have first-hand experiences to use in their learning in the classroom
- Support the funding of specialist learning software
- To allow the children to learn an instrument
- Promote positive behaviour and nurture through the use of reward schemes and in line with the mission statement

The list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Impact of attendance particularly the persistent absenteeism
2	Phonics – plugging the gaps across the school as a result of COVID
3	EYFS accelerating standards to be in line with the National Average
4	The impact of well being for all children

## Intended Outcomes

Intended Outcome	Success Criteria
Progress in Reading	Achieve above national average progress scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Writing
Progress in Maths	Achieve above national average progress scores in KS2 Maths

Activity	Evidence that support this approach	Challenge number (s) addressed
Training of ELSA – well being programme (1500)	Children’s mental health issues of anxiety in SEND and other vulnerable groups	1,4
SENCO additional half day in school (1600)	New children and rising number of SEND children across the school	1,4
CPD including EYFS moderation by external agency (2500)	New to year group teachers and updated training in ‘curriculum across the school’ EYFS delivering reading for success, phonics	2,3,4

## Targeted academic support

Activity	Evidence that support this approach	Challenge number (s) to be addressed
Implementation of ELSA (3 x 3 afternoon sessions) £3000	Feedback from parents and staff of increased children’s anxiety	1,4
Phonics small group/one to one (£1100)	Gaps in knowledge across the school	2,3
Seesaw online learning platform (120)	A whole school approach to home learning during COVID, positive feedback from staff	1,2,4

	and parents. Extended this year to include homework	
EYFS resources (including Tapestry) £800	SDP identified EYFS as an area for development	4
Trips/Residential £1500	Social development and access to enrichment for all children	1,4
Team Teach training (L1 £1040)	This training is proven to put the individual at the centre of every decision and part of the SDP	1,4