

Pupil Premium Strategy 2021/2022

IMPACT STATEMENTS AND DATA UPDATED JULY 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 and parents. Extended this year to include homework	1,2,4
EYFS resources (including Tapestry) £800	SDP identified EYFS as an area for development	4
Trips/Residentials £1500	Social development and access to enrichment for all children	1,4
Little Wandle phonics resource (L1 £3000) including whole school training	This scheme supports the early development of reading, narrows the gaps in children across the school through a systematic whole school approach to the teaching of phonics. Resources available to support parents too	1,2

IMPACT

- Impact of Covid on pupils with 888 sessions of absence recorded as a direct result of Covid, majority from December 2021 to April 2022, the rise of Covid in Oxford was significant during this period. Closures to EYFS,KS1 and parts of KS2 due to staff shortages during this period also impacted the school and prevented the school from returning to pre-covid times. Monitoring of teaching and learning through SLT/Govs AND the RE Section 48, confirm that the majority of teaching across the school is at least Good. Children are more actively involved in their learning through cross curricular links and enrichment opportunities. Targeted support implemented for EYFS and Y1 in phonics and curriculum (EYFS) (this needs to continue to ensure consistent quality first teaching)
- The phonics scheme implemented across EYFS and KS1, feedback indicating that teachers are narrowing the gaps with particular children. Phonics data not yet impacted by the scheme
- Reading policy updated and shared with all stakeholders
- At the end of KS2 - Greater Depth for reading and writing 36% and maths 26%, WITH 93% Age Related Expectations for reading and writing is well above the National Average (based on 2019 data) and maths slightly above. The Birmingham Diocese has just released their data so that schools can compare their data to other schools in the Diocese. We are still below at EYFs and KS1, but it does show an overall trend of results below that of 2019. Click on the image and you can enlarge it.
- EYFS, Y2 and Y1 phonics data (based on 2019 National Averages) will be well below Age Related Expectations. Progress data from EYFS to end of KS1 will need to be high priority to accelerate progress, to ensure that the majority of children reach age expected outcomes at the end of KS1

OUTCOMES FOR 2021/2022

EYFS (Nursery and Reception)	Phonics check	KS1	KS2
<p>On entry into Reception, children are below average 37% on track to make GLD,, particularly in communication and language and literacy. There are 14 EAL children, and 2EHCP At the end of the Autumn term, communication and language is at 50%, literacy at 38%. Maths at 81%, the latter being a strength. Spring term expectation of GLD raised to 66% Summer data didn't reflect the mid term assessment as children achieved better in maths and not in Literacy which reduced the number attaining GLD(Good Level of Development) as you have to have all the key areas to attain GLD</p>	<p>Predicted outcomes for Y1 currently at 65% but with targeted support, predictions to reach 77%</p> <p>3 CHILDREN missed the assessment by between 1 and 3 marks</p>	<p>Current Y2 children have 7 SEN with 1 EHCP child predicted outcomes from Spring data 70% age expected in Maths, 60% in Reading and 60% in writing. Progress from their Reception data shows at least expected progress is predicted.</p> <p>Majority of children have made expected progress from their starting points. However writing is below predictions (approx 2 children)</p>	<p>Current Y6 children have 1 ECHP and 7 SEN. Spring data predictions for Reading is 82% to make at least ARE, in Maths and writing 70% to make at least ARE . This indicates that at least expected progress will be achieved from their KS1 targets.</p> <p>By the end of KS2 ARE (age related expectations) in reading and writing are above predictions and in line with predictions in MATHS</p>
Key Performance Indicators	2021/2022		
EYFS GLD	52%		
Y1 Phonics	64%		
Y2 Reading	59% ARE	GD 19%	
Y2 Writing	52% ARE	GD 4%	
Y2 Maths	67% ARE	GD15%	
Y6 Reading	93% ARE	GD 36%	
Y6 Writing	93% ARE	GD 36%	
Y6 Maths	81% ARE	GD 26.4%	