



## St Thomas More Primary School Pupil premium Strategy Statement

Pupil Premium is an additional amount of funding (£1320 per child) allocated to schools by the government to support the learning and progress of pupil in receipt of free school meals, looked after by the local authority or pupil of service personnel. It is for schools to decide how the Pupil Premium is spent and they will be held accountable for how this additional funding is impacting on those for whom the money is allocated. We have no pupils from service personnel families or pupils that are looked after on roll at the present time.

The advice from the DfE on how this funding is to be spent is:

*“Schools, head teachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.”*

1. Summary information					
<b>School</b>	St Thomas More Primary School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£15,840	<b>Date of most recent PP Review</b>	April 2019
			<b><u>TOTAL SPENT</u></b> <b><u>2019-2020:</u></b> <b><u>£15,831</u></b>		
<b>Total number of pupils</b>	191 + 19 Nursery Pupils	<b>Number of pupils eligible for PP</b>	12	<b>Date for next internal review of this strategy</b>	April 2020

2. Current attainment and progress academic year 2018 – 2019 (Summer 2019 data)		
	Pupils eligible for PP (12) (in our school)	Pupils not eligible for PP (in our school)
<b>% making expected progress in reading (as measured in the school)</b>	63%	71.5%
<b>% making expected progress in writing (as measured in the school)</b>	63%	76.5%
<b>% making expected progress in mathematics (as measured in the school)</b>	63%	75%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Many pupils eligible for pupil premium also have other factors such as SEND, to consider when planning successful interventions	
<b>B.</b>	Data analysis shows some gaps in reading and writing against non FSM (However the school has several small cohorts, percentage should be looked at with caution) Writing in particular - Grammar, Punctuation and Spelling skills which impacts on sentence construction and consequently low writing attainment. Reading - inference	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>C.</b>	Attendance rates for certain PP pupils	
<b>D.</b>	Low level of support /routine at home, for example with reading and homework	
<b>E.</b>	Accessibility to rich extra-curricular experiences is more restricted owing to finances	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve the progress for pupil premium children in writing. This will be achieved by Improving Grammar, Punctuation and Spelling skills to impact positively on children's application of correct sentence structure. Handwriting	The success will be measured by an increase in the amount of children making positive progress by the end of the academic year
<b>B.</b>	Continue to narrow the gap for outcomes for ppg children and their peers in reading. Continue to Improve reading fluency and inference skills to improve children's progress	To continue to diminish the progress gap between ppg and non ppg children in reading at the end of the year
<b>C.</b>	Improved attendance of those pupil eligible for Pupil Premium.	Attendance of Pupil Premium children continues to improve to be in line with non-disadvantaged children.
<b>D.</b>	A comprehensive range of enrichment opportunities which raise aspirations and support curriculum learning	PP children given the opportunity to access extra-curricular experiences that is not restricted because of finances. Pupil Premium (PP) learners taking a fully active role in the Curriculum to enable them to have similar opportunities as their peers Experiences are transferrable to learning which enables PP learners to achieve better academic / social outcomes

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2019/2020</b>			
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.					
<b>i. Quality of teaching for all pupil in receipt of the PPG</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To improve rates of progress for pupil premium children in writing.	Quality First Teaching through additional support from Teaching Assistants. Focussed short term targets, reviewed every 6 weeks based on Grammar, punctuation, spelling Additional TLA hours Children who are not on track to meet end of year expectations will receive additional support to narrow differences. Intervention will be focussed on identified 'gaps' in writing. Increasing the amount of TLA support will mean extra additional time to work with our Pupil Premium children on	Children who are not on track to meet end of year expectations will receive additional support to narrow differences. Intervention will be focussed on identified 'gaps' in writing. Increasing the amount of TLA support will mean extra additional time to work with our Pupil Premium children on specific areas of learning Focus on PP in Y5 on gaps in reading, writing and maths will provide additional support for PP children.	Courses selected using evidence of effectiveness and school priorities. In school training (CPD) through staff meeting time HT and Subject leader monitoring: Pupil progress meetings plus a range of monitoring Intervention monitoring sheets Observations Internal and external moderation Work scrutiny	HT English Subject Leader SENDco	Termly at pupil progress meetings  Half termly informally

	specific areas of learning Focus on PP in Y5 on gaps in reading, writing and maths will provide additional support for PP children.		Staff Meeting time dedicated to school priority areas/ CPD Appropriate resources purchased to support learning.		
<b>April 2020 Review of this objective, actual spending and Impact</b>	<p>How: Formal termly reviews at pupil progress meetings, informal ongoing tracking by INCo and Head of School.</p> <p>Writing data shows:</p> <ul style="list-style-type: none"> <li>- PPG pupils at the end of EYFS in April 2020, 100% on track to make expected progress (3steps or better) in Literacy (currently exceeding this with 4 steps progress in two terms)</li> <li>- PPG pupils at the end of KS1 in April 2020, 100% have currently made 1 step of progress in two terms so are not yet on track to make expected progress in writing across the year</li> <li>- PPG pupils at the end of KS2 in April 2020, 50% currently on track to make expected progress in writing, 50% made 1 step of progress in two terms so are not yet on track to make expected progress in writing across the year</li> <li>- PPG pupils across the school – one third of PPG pupils are on track across the school to make expected or better progress in writing. Other pupils require further booster and support</li> </ul> <p><b>Impact: Pupils have access to additional support from teaching assistants which boosts their confidence and allows them some pre-teaching time/ consolidation work. Tasks can be simplified and revision sessions for over-learning take place to ensure pupils can access the next steps within the class based sessions. Progress is better than if these additional consolidation sessions did not take place</b></p>				
Improve reading fluency and inference skills to improve children's progress	Quality First Teaching through additional support from Teaching Assistants. Comprehension books purchased for each child Whole class shared reading sessions	Engaging pupils in reading, allows class discussion and also impacts on children's writing. Pupils have access to the correct level of text A wider range of text type eg subscriptions to magazines to engage children in text during personal reading time. Focus on hearing Pupil Premium children read and on increasing their comprehension and inference.	Children's progress tracked on Reading trackers and monitored by SL HT and SL monitoring. Pupil progress	HT English Subject Leader SENDco	Termly at Pupil Progress Meetings  Half termly informally

	<p>Each class to have a novel each term/half term Children to choose books from Scholastic Book Fair.</p>	<p>This will be achieved through additional quality TA support. Regular reading leads to improved fluency. Those children identified with a barrier to learning that relates to low level of support at home will be a particular focus. EEF Toolkit suggests On average, reading comprehension approaches deliver an additional six months' progress Whole class reading sessions enables children with low reading attainment to have access to more challenging texts.</p>	<p>meetings plus a range of monitoring Courses selected using evidence of effectiveness and school priorities. In school training (CPD) through staff meeting time</p>		
<p><b>April 2020 Review of this objective, actual spending and Impact</b></p>	<p>How: Formal termly reviews at pupil progress meetings, informal ongoing tracking by INCo and Head of School.</p> <p>Reading data shows:</p> <ul style="list-style-type: none"> <li>- PPG pupils at the end of EYFS in April 2020, 100% on track to make expected progress (3steps or better) in Literacy/ C&amp;L (currently exceeding this with 4 steps progress in two terms)</li> <li>- PPG pupils at the end of KS1 in April 2020, 66% have currently made 1 step of progress in two terms so are not yet on track to make expected progress in reading across the year. 33% of pupils have made 2 steps of progress in reading in two terms so are on track to make expected progress in reading across the year</li> <li>- PPG pupils at the end of KS2 in April 2020, 100% currently on track to make expected progress in reading across the year, having made 2 steps or better across two terms</li> <li>- PPG pupils across the school – two thirds of PPG pupils are on track across the school to make expected or better progress in reading. Other pupils require further booster and support</li> </ul> <p>Phonics Screening: - 100% Y1 PPG pupils expected to pass the phonics screening in 2020 - 100% Y2 PPG pupils did not pass the Y1 phonics screening in 2019 but would be expected to pass now</p> <p><b>Impact: Pupils have access to additional support from teaching assistants which boosts their confidence and allows them some pre-teaching time/ consolidation work. Tasks can be simplified and revision sessions for over-learning take place to ensure pupils can access the next steps within the class based sessions. Progress is better than if these additional consolidation sessions did not take place</b></p>				
<p>Total budgeted cost:</p> <p><b>Actual costing:</b></p>			<p>Predicted/ budgeted: £6, 600</p> <p><b>Actual spending (Sept 2019-April 2020):</b></p> <ul style="list-style-type: none"> <li>• Additional TA learning support, individual and/or small groups –</li> </ul>		

**TOTAL: £7,599.02 PLUS SUMMER TERM 2019 TA SUPPORT £3,736.53**

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To improve rates of progress for pupil premium children in writing.	Teaching Assistant (TA) with focussed intervention for identified children work	Children have different barriers to learning and require 'top ups' or have 'gaps' in their knowledge that requires 1:1 or small groups intervention in addition to quality first teaching.	Half termly meeting with SENCo to ensure the provision is correct and having an impact Monitoring intervention sheets	HT SENCo	Half Termly
Improve reading fluency and inference skills to improve children's progress	Reading Buddies Secret story teller role for Class 1 Daily reading with an adult Use of First News and other subscriptions.	To improve children's fluency and confidence when reading aloud. Those children identified with a barrier to learning that relates to low level of support at home will be a particular focus.	Rota system in place. this will be implemented by the English Subject Leader and Class Teachers	English Subject Leader	Half Termly

<b>April 2020 Review of this objective, actual spending and Impact</b>	Progress: (as above for Reading and Writing data and TA support) - 2 pupils were bought SATs revision packs to help consolidate their knowledge and leaning				
<p style="text-align: right;">Total budgeted cost:</p> <p style="text-align: right;"><b>Actual costing:</b></p>		Predicted/ budgeted: £4500  <b>Actual spending (Sept 2019-April 2020):</b> <ul style="list-style-type: none"> <li>• (Additional TA learning support, individual and/or small groups - £7,599.02 as above plus Summer term 2019 TA support £3,736.53)</li> <li>• SATs revision packs £17.20</li> </ul> <p><b><u>TOTAL: £17.20</u></b></p>			
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Improve attendance of those pupil eligible for Pupil Premium.</p>	<p>First day response More direct contact with parents and challenge for poor attendance. Termly letters AIO Individuals Attendance monitored each half term Exciting enrichment activities Increase profile of high attendance through newsletters and reward system.</p>	<p>Pupils and parents are aware of the impact of lateness and non-attendance. Pupil are motivated to attended school 'WOW' days and exciting activities throughout the term will be fun and the pupil will want to participate. Early identification of poor/persistent attendance. Families of disadvantaged pupils have access to a support network to ensure pupils attend school on time – Breakfast Club Improving attainment will link directly with improving the attendance of this group of children in school. Decrease time for loss of learning.</p>	<p>Topic Booklets will be shared with parents 'WOW' days will be shared with the pupil and parents as something to look forward to. These will be in the diary on the website. Regular monitoring of absence - issues and trends with PP pupils. Reports to FGB Weekly reports to CoG and Safeguarding on attendance and lateness</p>	<p>HT Office staff</p>	<p>Half termly</p>
<p><b>April 2020 Review of this objective, actual spending and Impact</b></p>	<p>The attendance average for the pupil premium children is 96.3% (compared with the national average of 95.8%) – therefore attendance is above national average by 0.5%.</p> <ul style="list-style-type: none"> <li>- To help some pupils access school which they can find overwhelming, 2 were provided with ear defenders and 1 a wobble cushion.</li> <li>- 5 pupils accessed a weekly small group Nurture provision to develop social skills and general life skills</li> </ul>				
<p><b>Actual costing:</b></p>			<p><b>Actual spending (Sept 2019-April 2020):</b></p> <ul style="list-style-type: none"> <li>• Ear defenders: £21.15</li> </ul>		

				<ul style="list-style-type: none"> <li>• <b>Wobble cushion: £7.99</b></li> <li>• <b>Nurture provision: £175.35</b></li> </ul> <p><b><u>TOTAL: £204.49</u></b></p>	
<p>Accessibility to extra-curricular experiences Additional resource</p>	<p>Liaise with parents to highlight extra-curricular activities the pupil would enjoy. Complete 'Quartet of Care'</p>	<p>Pupils require consistent, supportive relationships and positive developmental experiences in and out of school to develop the critical skills, attitudes, and behaviours they need to succeed as adults – Wallace Foundation Study 2015 EFF – research shows that fun days out and memorable experiences boosts writing skills pupils have the same opportunities as their peers Quartet of care allows leaders to pinpoint pupils who are not having a range of experiences and to ensure they are not restricted by finances Pupil receiving a healthy, nutritious and calm start to day</p>	<p>Pupils will have attended a wider range of rich extracurricular experiences and the impact of this will be seen in their work and self-confidence. Pupil voice shared with staff and PP governor</p>	<p>HT SENDCo Teachers</p>	<p>Termly</p>

<p><b>April 2020 Review of this objective, actual spending and Impact</b></p>	<p>- A number of pupils have accessed additional extra-curricular activities through use of the pupil premium grant:</p> <ul style="list-style-type: none"> <li>• 3 pupils accessed swimming lessons</li> <li>• 1pupil accessed the 'Crucial Crew' session</li> <li>• 3 pupils accessed Bikeability training</li> <li>• 10 pupils accessed school day trips (e.g. museums, Hudnall, Young Voices, Westminster)</li> <li>• 4 pupils accessed residential trips</li> <li>• 12 pupils accessed science week</li> <li>• 4 pupils accessed netball club</li> <li>• 1 pupil accessed football club</li> <li>• 1 pupil accessed Yoga club</li> <li>• 4 pupils accessed weekly 1:1 music lessons and exam preparation resources</li> </ul>
<p style="text-align: right;"><b>Actual costing:</b></p>	<p><b>Actual spending (Sept 2019-April 2020):</b></p> <ul style="list-style-type: none"> <li>• Trips: £182.15</li> <li>• Residential: £870</li> <li>• Curriculum sessions/days: £192.81</li> <li>• Sports clubs: £201.50</li> <li>• Music: £1,416.63</li> </ul> <p><b><u>TOTAL: £2,872.09</u></b></p>

<p>To ensure pupil are 'Ready to learn' and prepared for the school day.</p>	<p>Access to breakfast club, Access to Lunches &amp; snacks Liaise with parents Complete 'Quartet of Care' Purchase snacks for pupil attending after school clubs Uniform</p>	<p>Pupil receiving a healthy, nutritious and calm start to day Opportunities established for socialising, fun and laughter in a family style breakfast environment Provisional expenditures based on need and circumstance. Pupil are at school on time Pupils receiving a healthy, balanced diet. Pupils have an awareness of a balanced diet Pupils are ready for afternoon learning Pupils are 'refilled' until dinner time at home. Pupils feel the same as their peers and a sense of belonging wearing the correct school uniform.</p>	<p>Pupil Voice Classroom staff to ensure that PP pupils attending after schools clubs are provided with an appropriate snack.</p>	<p>HT. Office staff</p>	<p>Half termly</p>
<p><b>April 2020 Review of this objective, actual spending and Impact</b></p>	<p>- <b><u>Ongoing objective</u></b> - Breakfast club and after school club to be available in the next academic year (2020-2021).</p> <p>- 7pupils have accessed a termly milk allowance to top up their calories during school hours - 3 pupils have accessed weekly Lego therapy small group sessions to help develop social skills and cooperation/ play skills - 1 pupil has accessed weekly 1:1 play therapy sessions to help develop self-regulation skills and reduce anxiety</p> <p>(- 5 pupils accessed a weekly small group Nurture provision to develop social skills and general life skills)</p>				

<p>Total budgeted cost:</p> <p><b>Actual Costing:</b></p>	<p>£5,050</p> <p><b>Actual spending (Sept 2019-April 2020):</b></p> <ul style="list-style-type: none"><li>• Milk: £141.68</li><li>• Lego therapy: £759.99</li><li>• Play Therapy: £500</li><li>• (Nurture provision: £175.35)</li></ul> <p><b><u>TOTAL: £1,401.67</u></b></p>
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