



# 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>	2020-2021	<b>Total PPG budget</b>	£19,800	<b>Date of most recent PPG Review</b>	September 2020
<b>Total number of pupils</b>	168	<b>Number of pupils eligible for PPG</b>	15	<b>Date for next internal review of this strategy</b>	September 2021
2. Current Attainment (July 2020 – Based on March 2020 data due to lockdown)					
			<i>Pupils eligible for PPG (your school)</i>	<i>Pupils not eligible for PPG (national average)</i>	
<b>% making expected progress in reading (as measured in the school)</b>			60%	84%	
<b>% making expected progress in writing (as measured in the school)</b>			47%	61%	
<b>% making expected progress in mathematics (as measured in the school)</b>			47%	63%	

<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>	Low attainment on entry.	
<b>B.</b>	SEMH issues for a significant number of PPG children.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>C.</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>	To diminish the gap between PPG children and non PPG children in Reading, Writing and Maths.	To continue to diminish the progress gap between ppg and non ppg children in reading, writing and maths at the end of the year
<b>B.</b>	SEMH issues will be less of a barrier for PPG children.	Improved self-motivations and self-belief and more positive attitude to learning resulting in increased rates of progress for PPG children. Improved resilience and learning powers.
<b>C.</b>	A comprehensive range of enrichment opportunities which raise aspirations and support curriculum learning	PP children given the opportunity to access extra-curricular experiences which 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>2020/2021</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>Review April/July 2021</b>
To improve rates of progress for pupil premium children in reading, writing and maths.	Quality First Teaching through additional support from Teaching Assistants. Focussed short term interventions, reviewed every 6 weeks based on Phonics, grammar, punctuation, spelling, reading comprehension and maths problem solving skills. Additional TA support for 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 and reading comprehension/ fluency.	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 reading and writing. Increasing the amount of TA support will mean extra additional time to work with our Pupil Premium children on specific areas of learning Focus 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 and TA meeting time HT and Subject leaders monitoring: Pupil progress meetings plus a range of monitoring half termly Intervention monitoring sheets Observations Internal and external moderation Work scrutiny Staff Meeting time dedicated to school priority areas/ CPD Appropriate resources purchased to support learning.	HT English Subject Leader SENDco	Reviewed formally termly at Pupil Progress Meetings (plus ongoing informal tracking and monitoring)

	Increasing the amount of TA support will mean extra additional time to work with our Pupil Premium children on specific areas of learning				
Improve reading fluency and inference skills, and also written output through improved sentence structure and SPAG to improve children's progress	<p>Quality First Teaching through additional support from Teaching Assistants.</p> <p>Whole class shared reading sessions to model appropriate texts and effective reading strategies and styles</p> <p>Each class to have a novel each term/half term</p> <p>Children to choose books from Scholastic Book Fair.</p>	<p>Engaging pupils in reading, allows class discussion and also impacts on children's writing.</p> <p>Pupils have access to the correct level of text</p> <p>A wider range of text type eg subscriptions to magazines to engage children in text during personal reading time.</p> <p>Focus on hearing Pupil Premium children read and on increasing their comprehension and inference.</p> <p>Increased modelling of SPAG use in sentence construction through shared writing activities.</p> <p>Those children identified with a barrier to learning that relates to low level of support at home will be a particular focus.</p> <p>Whole class reading sessions enables children with low reading attainment to have access to more challenging texts.</p>	<p>Children's progress tracked on Reading trackers and monitored by SL</p> <p>HT and SL monitoring. Pupil progress meetings plus a range of monitoring</p> <p>Courses selected using evidence of effectiveness and school priorities.</p> <p>In school training (CPD) through staff meeting time</p>	HT English Subject Leader SENDco	Reviewed formally termly at Pupil Progress Meetings (plus ongoing informal tracking and monitoring)
Maths Booster / catch up classes	Additional maths booster sessions for focus PPG higher achievers to work in mixed class intervention groups (with the year above) for a	Where PP children are stronger in maths than Literacy skills, they may need further extension due to lack of support at home, in order to make good or better progress and achieve Greater	Termly pupil progress meetings. Half termly pupil progress monitoring drop ins. SENDCo monitoring of TA record and tracking sheets.	Teachers, TAs, SENDCo, Head	Half termly

	boost to self-confidence and also maths knowledge. Lower achieving PPG pupils to receive focused catch up intervention.	Depth by the end of the key stage where there is potential to do so.	Termly data tracking.		
<b>Total budgeted cost</b>					£8,000
<b>ii. Targeted support</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.	Teaching Assistant (TA) developing a focused intervention for identified children needing support with writing	Children have different barriers to learning and require 'top ups' or have 'gaps' in their knowledge that requires 1:1 or small group intervention in addition to quality first teaching.	Half termly monitoring to ensure the provision is correct and having an impact Monitoring intervention sheets	HT SENDCo	Half Termly (ongoing)
Improve reading fluency and inference skills to improve children's progress	Reading Buddies Secret story teller roles Additional daily reading with an adult Use of First News and other subscriptions to broaden access to different text types	To improves 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.	Half termly monitoring to ensure the provision is correct and having an impact Monitoring intervention sheets	English Subject Leader	Half Termly (ongoing)

<p>Nurture provision / Forest schools provision</p>	<p>PPG children accessing nurture provision in our nurture/ sensory room environment where required to develop self-regulation and general social interaction skills. PPG children accessing forest schools on a rota throughout the year to build self-esteem, teamwork, self-belief, general positive school life experiences, to feed back into class. Building Learning Powers</p>	<p>Happy, thriving children achieve better academically. Pupils in the right mindset will achieve well within the classroom environment. Pupil experiencing heightened stress and anxiety levels with take flight from the demands of the everyday classroom. We need to reduce this effect and explicitly teach self-regulation and mindfulness to support these PP children.</p>	<p>Weekly drop-ins and informal pupil voice. Observations of learning behaviour and positive social interactions around school. Increased progress and attainment for PP children due to a more positive and settled approach to school life. Reduced number of exclusions due to PP children 'taking flight' from classroom situations. Increased attendance and engagement</p>	<p>Head SENDCo Teachers TAs</p>	<p>Half termly (ongoing)</p>
<p>Targeted counselling / therapy sessions/ Drawing and Talking</p>	<p>Pupils to access individual sessions for therapeutic support to ensure they are emotionally able to access the classroom successfully.</p>	<p>Happy, thriving children achieve better academically. Pupils in the right mindset will achieve well within the classroom environment. Pupil experiencing heightened stress and anxiety levels with take flight from the demands of the everyday classroom.</p>	<p>Observations of learning behaviour and positive social interactions around school. Increased progress and attainment for PP children due to a more positive and settled approach to school life. Reduced number of exclusions due to PP children 'taking flight' from classroom situations.</p>	<p>Head SENDCo Therapists/ trained staff</p>	<p>Ongoing</p>

			Increased attendance and engagement		
<b>Total budgeted cost</b>					£5,800
<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>
Accessibility to extra-curricular experiences and additional resources	Liaise with parents to highlight extra-curricular activities the pupil would enjoy.	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 – research shows that fun days out and memorable experiences boosts writing skills pupils have the same opportunities as their peers	Pupils will have attended a wider range of rich extra-curricular experiences and the impact of this will be seen in their work and self-confidence.	HT SENDCo Teachers	Termly (ongoing)

<p>To ensure pupil are 'Ready to learn' and prepared for the school day.</p>	<p>Access to before school/ breakfast club  Access to Lunches &amp; extra snacks  Liaise with parents  Uniform purchased</p>	<p>Pupil receiving a healthy, nutritious and calm start to day  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 're fuelled' 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  Club 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 (ongoing)</p>
<b>Total budgeted cost.</b>					<p>£6,000</p>