

**Pupil premium strategy statement** This statement details our school's use of pupil premium 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 School
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	10.8% (with EYPP 12.5%)
Academic year/years that our current pupil premium strategy plan covers	2021-2022 to 2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Kathy Little Executive Headteacher
Pupil premium lead	Mrs Caroline Manning INCo
Governor / Trustee lead	Mr David Swarbrick Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£30,555

# Part A: Pupil premium strategy plan

## Statement of intent

At St Thomas More Catholic Primary School, we have high expectations for all of our children in all areas of development, whatever their background, delivered through our holistic and inclusive whole school approach. When planning provision for disadvantaged pupils, we recognise that not all pupils who receive Free School Meals (FSM) will be disadvantaged. We also recognise that not all pupils who are disadvantaged will qualify for Free School Meals.

Overall, we aim for our outcomes for our vulnerable and disadvantaged children in Reading, Writing and Maths to be in line with or better than their peers, locally and nationally.

Pupil Premium funding is allocated following a needs analysis cycle where we work to identify priority classes, groups or individuals which may be supported further through use of this additional funding. Progress of all pupils is carefully tracked and regular termly pupil progress meetings inform our decision making about provision mapping and additional support according to each individual child's needs.

We have seen a steady increase in the number of children requiring a structured therapeutic approach to their social and emotional support in addition to supporting their academic learning. We have identified that one of the main barriers to educational achievement for our disadvantaged children is their social and emotional well-being. We recognise that without being settled and grounded socially and emotionally, children will not be ready to access the academic aspects of their learning. Therefore, some of the funding is prioritised to address the need for increased therapeutic support. Funding is also used to ensure that the children benefit from the rich extra-curricular opportunities on offer to our children to support fostering children's strengths and interests, raising self-esteem and providing them with new opportunities and experiences.

Additionally, funds are also allocated to the core areas of reading, phonics and maths. We recognise that reading is a key to unlocking learning so this is a high priority for our disadvantaged children.

60% of our PP children have a SEN support plan. As these children are doubly disadvantaged, staff training will be provided through use of this funding to ensure staff are confident to appropriately adapt both the learning environment and the curriculum effectively.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. 50% of our disadvantaged pupils require additional support with social and emotional needs.
2	Assessments, observations and discussions with pupils and families have identified SEN as a barrier to learning. Achievement gaps are more prevalent among SEN disadvantaged pupils from Reception through to KS2 than their peers.
3	Internal and external (where available) assessments indicate that reading achievement among disadvantaged pupils is significantly below that of non-disadvantaged pupils (25% at EXS)

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged children will have improved resilience and self-esteem.	Disadvantaged children are able to draw on a range of strategies and available support when things are challenging. End of Key Stage outcomes in reading, writing and maths show there is an increase in the number of disadvantaged pupils meeting the expected standard. By July 2024: R =50%, W = 35%, 45%
Disadvantaged children who also have SEN will have improved achievement.	Assessments and observations indicate effective adaptation of the implementation of the curriculum so that gaps in pupils' learning are exposed and precisely addressed. Increased number of children achieve expected levels in the End of Key Stage outcomes. By July 2024: Reading = 50%, Writing = 35%, Maths = 45%
Improved reading achievement for disadvantaged pupils.	End of Key Stage outcomes in reading show that there is an increase in the number of disadvantaged pupils meeting the expected standard. By July 2024, 50%

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
MH lead training all TAs and LSAs on Sensory Circuits	Participation in a sensory circuit is a great way to settle children into the school day – the aim is to focus concentration in readiness for the days learning. The circuit also encourages the development of the child’s sensory processing skills. <a href="#">LeafletteachersJan12.pdf (enherts-tr.nhs.uk)</a>	1, 2
Quality first teaching support in class - pre-teaching, follow up reinforcement, 1:1 scaffolding and modelling, small group interventions delivered by Teachers.	The EEF states that first quality teaching is the most effective way to ensure the best chance of progression. Skilled adults to provide essential support. <a href="#">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a>	2, 3
MH lead trains all TAs and LSAs on how to utilise the resources in the Sensory Room	Meeting a sensory need helps children settle, pay attention to a variety of different stimuli whilst filtering out irrelevant stimuli and be in a state where they can focus on their learning opportunities. <a href="#">Learning – Attention and Concentration – Sensory Processing (humber.nhs.uk)</a>	1, 2
Additional training for all teachers in Herts Autism Training ‘HAT’ Level 1 and Level 2 ADD-VANCE training for all staff SpLD resources (including Widgit online) implemented as appropriate	Developing a deeper understanding of Autism dispels myths and challenges stereotypes. Teachers are provided with the tools to support those learners with Autism. <a href="#">What is autism</a>  <a href="#">www.add-vance.org</a>  Widgit symbols are used worldwide to support people to realise their full potential regardless of age, ability or background. <a href="#">Widgit Software   Widgit Symbols Help Communication</a>	2, 3

Additional training for all staff re effective screening to identify children with possible SpLD/individual needs re T&L strategies	The IDL Literacy Screener is an effective online tool that can be used to highlight dyslexic type difficulties. Staff are then able to pinpoint the precise strategy needed to enable progress. For example it may indicate a child has difficulty with auditory memory/processing so a teacher would increase the use of visual aids and support. <a href="https://www.idlsgroup.com">Assess and Test Reading Ability using IDL Literacy Screener (UK) (idlsgroup.com)</a>	2, 3
IDL Literacy Intervention (reading, spelling) in place for all PP children who are below EXS.	Over the last 40 years, numerous research studies have shown that IDL Literacy is a proven solution to increasing the reading and spelling ability of pupils with dyslexia and other learning difficulties, including dyspraxia and Meares-Irlen Syndrome, by an average of 11 months after just 26 hours of use. <a href="https://www.idlsgroup.com">Literacy Software (UK): Comprehensive Learning Excellence (idlsgroup.com)</a>	2,3

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first class teaching support in class - pre-teaching, follow up reinforcement work, 1:1 scaffolding and modelling, or small group interventions delivered by Teaching Assistants.	The EEF states that first quality teaching is the most effective way to ensure the best chance of progression. An increase in the number of skilled adults to provide essential support.	2, 3
Purchase Bookmark online 1:1 reading	The EEF states that individualised instruction can be an effective approach to increasing pupil attainment.	2,3

### Wider strategies (for example, related to behaviour, wellbeing)

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parents signposted to parenting courses provided by Dacorum	Early intervention and early help for disadvantaged children has improved social and emotional outcome.	1

<p>Family Services and DSPL8.</p> <p>School Family Worker surgeries take place fortnightly.</p> <p>Referrals to further support from School Family Worker, SEND Family Worker or Pupil Support Worker.</p>		
<p>Lego Groups, Drawing &amp; Talking, and Social Groups (DESC) to help develop social communication skills, turn-taking and problem solving.</p> <p>Drawing and Talking and Mentoring to increase emotional wellbeing and boost self-esteem.</p>	<p>SDQs have shown that these interventions help pupils develop positive social interactions, as well as pupils' emotional development and self-esteem.</p>	1
<p>Introduce Wellbeing Ambassador events to encourage positive mental health and wellbeing. (Spring 2024)</p>	<p>Pupil surveys indicate that activities linked to The Five Ways To Wellbeing promote positive mental health and wellbeing.</p>	1
<p>Increased access to wraparound care extra-curricular clubs, sporting events, trips/residential trips, swimming and music tuition.</p>	<p>The impact of participation in extra-curricular activities has a positive effect on disadvantaged pupils.</p>	1,2,3
<p>Access to Forest School for pupils in year N-6.</p>	<p>Outdoor Adventure Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	1

**Total budgeted cost: £30,000**