

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	420
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Victoria Ebdon Louise Murphy
Pupil premium lead	Louise Murphy
Governor / Trustee lead	Chika Ukatu

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63, 640
Recovery premium funding allocation this academic year	£0
Teacher Led Tutoring	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£63, 640

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about how to allocate our funding for our disadvantaged children, it is important to understand the context of the school and the local area. Within the south-east, the average percentage of disadvantaged children is 18.8% (increase of 2.8%) and nationally 25%, so our school is below the south-east and nationally. However, we have worked hard to understand how we can support all our disadvantaged children, particularly after the pandemic which has affected all children. To know the best approach to supporting our disadvantaged children research has been conducted from case studies and data analysis. This has enabled the school to identify the main barriers and what actions we can put in place to overcome these barriers. These are:

Internal barriers –

- Disadvantaged children are reaching expected standard with interventions in place (above national). However, greater depth is not being reached in KS 1 maths, writing and reading and greater depth is not being reached in KS 2 maths, reading and combined (below national).
- Historically, FSM compared to non-FSM in EYFS are below national. PP are entering school at a low level and are not reaching a good level of development at the end of EYFS.

Actions to be taken and embedded –

- Non-negotiables for every classroom
- Provision maps monitor the interventions, non-negotiables are reviewed
- Pupil Progress meetings
- Online platform to inform parents of assessment – This informs parents of progress and age-related tasks to reach ELGs in class. Two-way progress. Tracks and monitors PP children closely
- Topics to be child led to engage and inspire children
- Books to be offered to PP children from the book fair
- Focus push on writing – reaching the expected standard by the end of EYFS

External barriers –

- Parental support and engagement at home – reading, spellings and times tables.
- Self-motivation and emotional well-being of PP children

Actions to be taken and embedded

- Accelerated reader to be introduced from years 2-6
- Frequent reader as a non-negotiable
- Times tables provision for every PP child in class
- Book from book fair
- Classdojo – parent – class teacher feedback
- My Maths – to support homework
- Parent workshops – maths manipulatives, online safety, phonics and any workshops that parents feel would benefit them in supporting their child at home.
- Coffee mornings with SENDCo and Pastoral Manager
- Bring your parent to sessions – in class sessions.
- Nurture groups
- Boxing – target PP children
- Clubs – non just sporting – places offer to PP first. Monitor children's engagement with the club co-ordinator
- OPAL and muddy puddles to be embedded. PP children can experience outdoor learning and play throughout the whole school year. Support well-being, behaviour and social interaction

Knowing and understanding these barriers we have identified the ultimate objectives is to support all our disadvantaged children, whether it is academically, socially or physically.

- Our objectives are to –
Raise academic standards for our Pupil Premium children.
As a school we intend to narrow the gap between disadvantaged and non-disadvantaged children.
- For our disadvantaged children to be supported fully at school and at home academically, socially and emotionally to achieve their full potential.
- To give all disadvantaged children a broader experience outside of the curriculum.
As a school we intend to give our disadvantaged children access to as many clubs (sport and non-sport) and experiences outside of the classroom (OPAL and Muddle Puddles) as we can.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children are not reaching a good level of development in EYFS
2	Disadvantaged children reaching greater depth by the end of KS1
3	Disadvantaged children reaching greater depth by the end of KS2
4	For our disadvantaged children to have wider experiences outside of the classroom
5	Supporting parental engagement

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
For children to reaching a minimum of 6 levels of progress in reading, writing and maths	Disadvantaged children to make 6 or more levels of progress by the end of the academic year
To engage parents so that they are equipped to support their children	A range of parent workshops to be attended
To give children a range of experiences beyond the classroom	Children will have access to a range of clubs, sport events and outdoor learning and play.
To support the children socially and emotionally.	Children will be offered nurture groups, supported by trauma informed teachers and benefit from targeted interventions. Children will also benefit from different learning approaches, such as our outdoor curriculum (muddy puddles) and OPAL. With this in place, they will be better equipped to learn in the classroom.

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: £ £32,520.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher to work with allocated groups of children from year 3-5. This will allow for more focused teaching and target specific academic groups</p>	<p>By supporting children in smaller groups with a specific focus, this will improve outcomes and raise standards. Teaching will continue to be effective. The aim is to close the gap between the non-disadvantaged and the disadvantaged children. Effective teaching is monitored through planning/work scrutiny, learning walks and drop ins. It is evident that careful targeted <i>planning can make a huge impact on the outcomes of disadvantaged children</i> (EEF1).</p>	<p>1,2,3</p>
<p>CPD – Muddy Puddle Teacher. All staff will deliver high quality lesson using the environment outside of the classroom This will run alongside Forest School and OPAL.</p>	<p><i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged children</i> (EEF3)</p> <p>Opportunities will be provided for the children to learn beyond the constraints of the classroom. Teachers will be trained Muddy Puddle Teachers to deliver lessons outside and raise the aspirations and interest of disadvantaged children.</p> <p><i>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 – EEF Outdoor Learning</i></p>	<p>4</p>

<p>To continue to track and assess the EYFS children and CPD on planning.</p>	<p>Our most recent data has suggested that the children in EYFS are not making the expected level of development. Tapestry will enable the teachers to track and assess the children more closely; build relationships with parents to support their children at home with reading, writing and maths.</p> <p><i>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. EEF – Parental Engagement</i></p>	<p>1, 2, 3</p>
<p>Local Authority Support for EFYS and transition to KS 1</p>	<p>Teachers will receive CPD to support with the delivery of the new framework/curriculum and planning to raise outcomes in EYFS. The advisor will support with lesson delivery, assessment and the transition from EYFS to KS 1</p>	<p>1, 2, 3</p>
<p>Literacy Tree Training – teacher training to support planning and delivery of high quality lessons with high quality text.</p>	<p>CPD – to support the teaching of literacy across the school.</p> <p><i>Evidence consistently shows the positive impact that targeted academic support can have - EEF guide to PP.</i></p>	<p>1, 2, 3</p>

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

Budgeted cost: £29,121.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The continuation of using Purple Mash and My Maths to support children's work in school and at home.</p> <p>Purple Mash CPD</p>	<p>EEF – digital technology – <i>having clear evident technological approaches are beneficial for writing and maths practice.</i></p> <p>Children has access to Purple Mash and My Maths which have a plethora of resources to support their SPAG and maths. It is being used as pre and post teaching and to support homework. <i>Providing practical strategies with tips, support, and resources to assist learning at home – EEF Parental Engagement</i></p>	<p>1, 2, 3, 5</p>
<p>To offer a wide range of extra-curricular/outdoor activities that prioritise disadvantaged children.</p> <p>Targeted PP clubs -</p>	<p>Through case studies and pupil voice it is evident that the disadvantaged children benefit from engaging in meaning experiences outside of the classroom. Children have raised self-esteem, motivation and develop teamwork skills. <i>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 – EEF Outdoor Learning</i></p>	<p>4</p>
<p>Tailored interventions and provisions –</p> <p>Nurture/ELSA -</p> <p>Better Reading Program - BRP</p> <p>Early Literacy Skills - ELS</p> <p>Literacy – IDL</p>	<p><i>Evidence consistently shows the positive impact that targeted academic support can have - EEF guide to PP.</i></p> <p>Children identified as needing an intervention in a specific area will have a tailored provision put in place. This will range from academic support through to social and emotional support. It is evident in our school that children need support emotional and by having this support has a positive impact on their learning. All interventions/provisions are recorded</p>	<p>1, 2, 3,</p>

<p>Resources Inc books for reading – £1,500</p> <p>Clicker 8 - (3 year subscription)</p> <p>PP non-negotiables interventions</p>	<p>and reviewed termly on Edukey for maximum impact.</p> <p><i>“additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be used carefully”</i></p>	
<p>National College Upgrade – CPD</p>	<p>CPD for curriculum to promote high quality teaching</p>	<p>1, 2, 3</p>
<p>Trip and visitors to raise aspirations - £1,250</p>	<p>To drive and raise aspirations in our children we aim to expose them to different experiences. This includes going to the theatre and trips, inviting aspirational people into school and involvement in workshops.</p> <p><i>By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</i></p> <p><i>Aspiration interventions tend to fall into three broad categories:</i></p> <p><i>interventions that focus on parents and families;</i></p> <p><i>interventions that focus on teaching practice; and</i></p> <p><i>out-of-school interventions or extra-curricular activities.</i></p> <p><i>EEF – Aspirational Intervention</i></p>	<p>4</p>

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

Budgeted cost: £2,380.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance meeting – Study Bug	This tracks the disadvantage children’s attendance and interventions put in place if required. The new app alerts parents when the child has dropped below 90% and provides information to leaders on punctuality and attendance.	5
Parent workshops - maths manipulatives, online safety, phonics and any workshops that parents feel would benefit them in supporting their child at home.	Parents will be invited into school to attend workshops to help support their child at home. We have considered and used parent voice to tailor workshops for parents to support their children learning.	1, 2, 3, 5
Meet and greet coffee mornings and parenting group – SENCo and Pastoral manager	<p>Our SENCo/PP coffee mornings are specifically designed to encourage an open forum so parents can receive support from each other as well as the school; building good relationships.</p> <p>Our parenting group is run by the pastoral manager and an LSA. It has been instrumental in breaking down the barriers between school and home, and support the parents.</p>	5
Counselling course to support families – Relate Training	Focusing on supporting parents if they are in crisis that reaches beyond the relationship or teacher parent. The Pastoral Support Manager and Head Teacher are trained to deal with families in need.	5

<p>Bring you parent to ...sessions and curriculum evening</p>	<p>Bring your parent to...sessions open the classroom doors to parents so that they can engage in classroom practice and understand how their children learning specific subjects. Feedback from session held previously has been positive and parents have a better understanding of the curriculum expectations in their child's year group.</p> <p><i>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading to help their children.</i></p> <p><i>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</i></p> <ul style="list-style-type: none"> - <i>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</i> - <i>general approaches which encourage parents to support their children with, for example reading or homework;</i> - <i>the involvement of parents in their children's learning activities; and</i> - <i>more intensive programmes for families in crisis.</i> <p><i>EEF – Parental engagement</i></p>	<p>1, 2, 3, 4, 5,</p>
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Total budgeted cost: £ 64, 002.72

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Teaching – Impact 22-23

Teachers continue to use the attainment and progress tracking overview and have implemented interventions to support accelerated learning to close the gaps. Teachers will use the previous year's overview and compare against current assessment to closely monitor children that are not on track; provisions will be planned, implemented and monitored. Writing continues to be a focus and will continue to be supported with booster groups and interventions to raise attainment. Planning will be closely monitored and supported with additional CPD resources, leadership support, focused books and the use of progression skills along with the use of tool kits.

This approach has had a positive **impact** and will continue to focus heavily on targeting the Pupil Premium children. This is evidenced below -

Sustained percentage in children reaching **expected attainment** for reading

Sustained percentage in children reaching **expected attainment** for writing

Sustained percentage in children reaching **expected attainment** for maths

Sustained percentage in children **reaching Greater Depth** in reading

Sustained percentage in children **reaching Greater Depth** in writing

Sustained percentage in children **reaching Greater Depth** in maths

Significant percentage **increase** in children **expected progress** in reading

Significant percentage **increase** in children **expected progress** in writing

Significant percentage **increase** in children **expected progress** in maths

Percentage **increase** in children making **accelerated progress** in reading

Percentage **increase** in children making **accelerated progress** in writing

Percentage **increase** in children making **accelerated progress** in maths

Non-negotiables and targeted interventions continue to support Pupil Premium children to close the gaps, raise attainment and make expected progress. All teachers have taken responsibility for tracking the children's attainment and progress using target tracker, the Pupil Premium overview and Edukey. This whole school approach has had a positive impact on the children's attainment and progress. Interventions are targeted within the lessons and adaptive teaching is embedded. This will continue in 23-24.

UPS and main scale teachers at STM school have worked with small groups of Pupil Premium children to support their attainment and academic progress through additional tutoring sessions. Formative and summative assessment has informed the teachers leading the tutoring programme of next steps and this information was disseminated to class teachers and subject leads to support further in class. SLT were sent weekly overviews and outcomes to monitor the effectiveness of the programme. The impact of this was that expected and accelerated progress for Pupil Premium children was significantly higher than the previous year.

ALL Pupil Premium Progress – 22-23

	Reading	Writing	Maths
Expected Progress	97%	92%	92%
Accelerated Progress	34%	32%	28%

Compared to the previous year 21 – 22

	Reading	Writing	Maths
Expected Progress	80%	71%	84%
Accelerated Progress	24%	29%	20%

CPD for SEND Station was positive and teacher and LSAs have developed their practice with new ideas and resources. This is evident within the weekly plans.

Targeted academic support – Impact 22-23

The use of My Maths for homework, booster groups and to support pre and post teaching has been positively received by parents and teachers. A My Maths and calculation policy workshop was conducted in school to support parents with their knowledge and understanding of maths and how it is taught in their child’s year group. A survey was completed with positive feedback.

Responses from the KS2 My Maths and Written Calculation Workshop:

Knowledge and information I gained from participating in this workshop met my expectations. 87.5% strongly agree 12.5% agree

The workshop gave me more confidence to support my child. 75% strongly agree 25% agree

The information in the workshop was explained clearly. 100% strongly agree

I was made to feel welcome. 87.5% strongly agree 12.5% agree

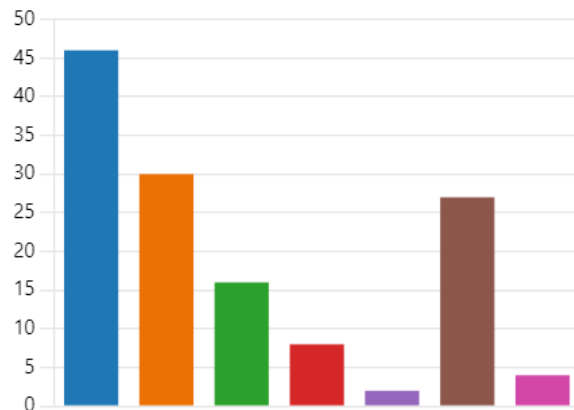
Purple Mash continues to support staff with the teaching of core subjects and children feel confident to access the site at home to support their home learning. It was particularly effective when used as part of times tables club which helped the children with the test at the end of year 4.

Purple Mash is used by parents and children at home to support home learning and teachers use it to set homework tasks. A parent survey revealed that parents and children choose to access Purple Mash at home to support their learning in other subjects (not just computing).

5. If yes, which subjects? (7 points)

[More Details](#)

● Maths	46
● English	30
● Science	16
● Music	8
● French	2
● Art	27
● History/Geography	4



As a school, we will continue to promote the use of Purple Mash as an educational resource for parents and children to access at home.

Nurture groups continue to target children struggling with SEMH, (Social, Emotional and Mental Health). This supported them academically because they had the emotion support to learn in a safe and stable environment. Boxing club has had a positive impact on their mental agility and children enjoy the activity that is offered to them before they start lessons. A survey conducted stated that children felt *'it built their confidence and resilience and helped them to be physically and mentally active'*.

Children have had a range of clubs offered to them this year. These consisted of sports and creative clubs. Clubs were offered throughout the year to each key stage to nurture other talents and passions. A higher number of Pupil Premium children were targeted to access and take part in clubs and activities outside of the classroom. Children engaged in sports that they would not have necessarily participated in previously. One non- negotiable states – all Pupil Premium children are to be offered a club place first.

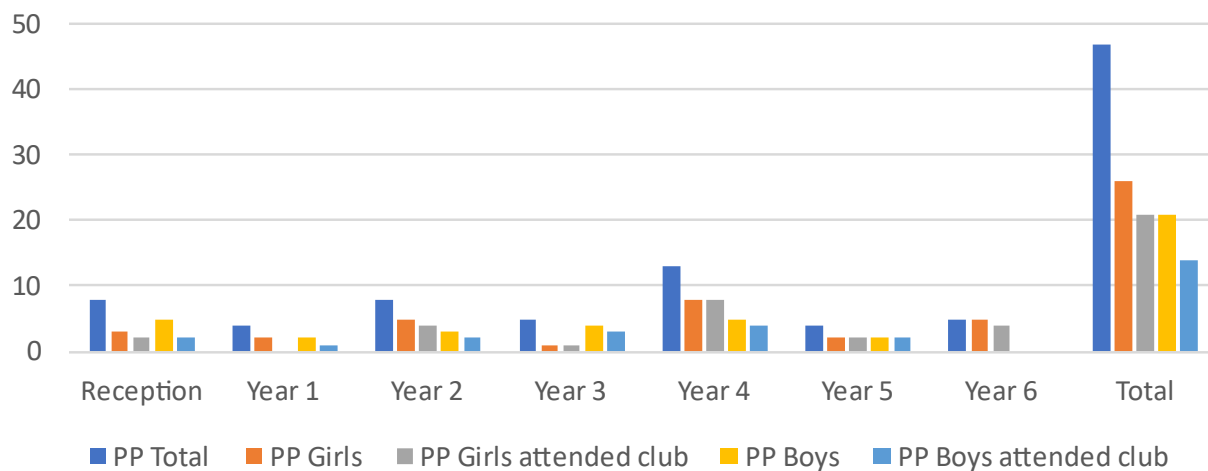
There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.

It is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.

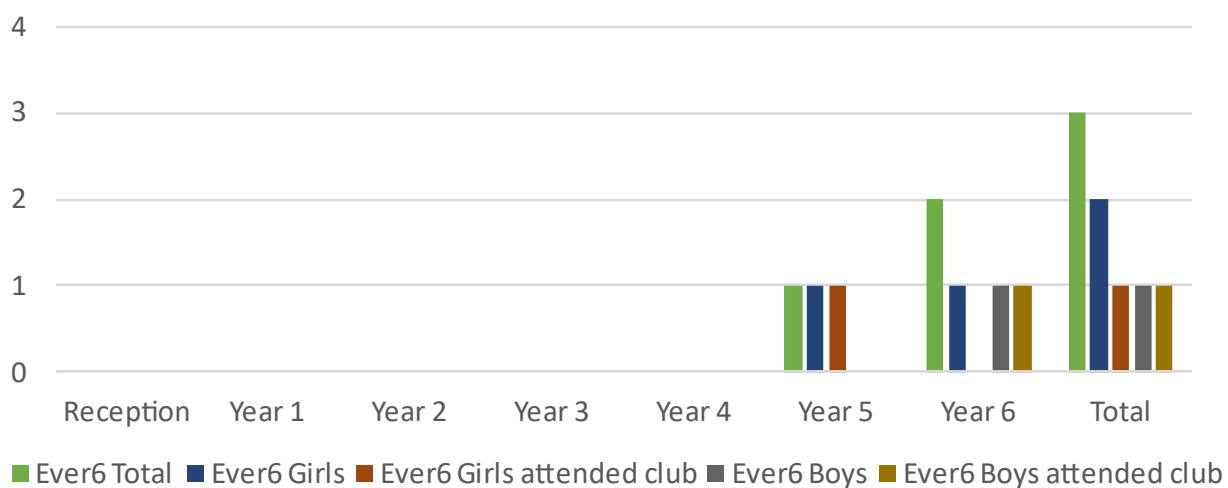
There is a small positive impact of physical activity on academic attainment.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity>

PP Children Attending After School Clubs



Ever 6 Children Attending After School Clubs



The percentage of Pupil Premium children taking part is detailed below.

TOTAL	39	3	37	33
	FSM	Ever 6	offered club	taken up
			88.1%	78.6%
KS2	22	3	25	22
	FSM	Ever 6	offered club	taken up
			100.0%	88.0%

KS1	17	0	12	11
	FSM	Ever 6	offered club	taken up
			70.6%	64.7%

Wider Strategy – Impact 22- 23

Bring your parent to... sessions have continued and all subjects have been covered. Computing videos (delivered by our Digital Leader) have been added to the website. The bring your parent to sessions have successfully engaged parents, enabling them to know how we teach certain skills and knowledge and children have been confident to show their learning alongside their parents in lessons. In addition to this, curriculum evenings and parents evenings have been held face to face in school. Tapestry and ClassDojo continue to be used in class to keep communications open between parents and the school.

Our SENCo/Pupil Premium coffee mornings are specifically designed to encourage an open forum so parents can receive support from each other as well as the school; this has helped to build good relationships. This relationship between parent and school is vital and has led to parents feeling more confident to talk to our pastoral manager and teachers should they feel a need to.

We have continued to offer a number of parent workshops to support parents working at home with their children. These include -

Phonics, early reading, reading, My Maths, maths fluency and resources, SPaG, and writing skills. These will continue to run and more workshops offered to parents.

Externally provided programmes – N/A

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding - N/A

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	