

Pupil premium strategy statement

This statement details our school's use of pupil premium (2022 to 2025) 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	407
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 -2023 2023 - 2024 2024 - 2025
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	STM Governors
Pupil premium lead	Becky Dickson Deputy Headteacher
Governor / Trustee lead	Al Carrol PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,935.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£217,001.21

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Very low attainment on entry into Reception.

2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This negatively impacts on their development as writers.
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3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, especially in mental recall and fluency.
5	PP Attendance 95.42% compared to non-PP 97.23%. (2020-2021) PP Attendance 94.06% compared to non-PP 94.89% (2021-2022) PP Attendance 93.11% compared to non-PP 94.81% (2022 -2023)
6.	Increasing numbers of vulnerable families in crisis.
7.	Ensuring lack of technology at home does not prevent pupil premium children accessing on-line homework. Providing opportunities for pupils to complete online homework at school.
8.	Pupil's well-being and mental health after Lockdowns, isolation and learning from home. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Raise attainment in EYFS and Key Stage 1 through targeted standards teacher intervention. Raise oracy levels by providing structured play opportunities at break times and lunchtimes.	80% of PP children with no identified SEND achieve GLD at the end of EYFS. Ensuring 80% of PP children in Year 1 achieve ARE at the end of the year. Ensuring 100% of children achieving GLD in reception (2022-2023) achieve ARE in Year 2. All PP children with no identified SEND pass the phonics screen. All PP children with no identified SEND pass the Year 2 phonics screen.

<p>Narrow the attainment gap in writing across all year groups through quality first teaching and explicit modelling of writing across the curriculum.</p> <p>Use whole school approach (Word Aware) to improve pupil vocabulary. Read Write Inc Spelling embedded in KS2.</p> <p>Pupils ability to spell will improve.</p>	<p>80% of PP children with no identified SEND achieve GLD at the end of EYFS.</p> <p>Ensuring 80% of PP children in Year 2 achieve ARE at the end of the year.</p> <p>80% of PP children with no identified SEND achieve ARE in Year 6.</p> <p>Full fidelity to Read Write Inc Phonics and Spelling.</p>
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<p>Rosenshine’s Principles of Instruction embedded to ensure quality first teaching</p>	
<p>Narrow the attainment gap in reading across all year groups through quality first teaching and explicit modelling of reading skills. Whole class reading embedded based on Bjork’s Theory of Disuse.</p> <p>Lexia Core 5 embedded in KS2 and introduced to Year 1 and 2. Rosenshine’s Principles of Instruction embedded to ensure quality first teaching.</p>	<p>80% of PP children with no identified SEND achieve ARE in Year 6.</p> <p>Ensuring 80% of PP children in Year 2 achieve ARE at the end of the year.</p> <p>Progress reported in FFt ASP will be 0 or better.</p> <p>Full fidelity to the Read Write Inc Phonics programme.</p> <p>Accelerated Reader (AR) used to motivate pupils to read and for daily reading at home. (KS2). Increased monitoring of AR.</p> <p>Lexia Core 5 used for Reading Homework in Year 1 upwards and additional interventions.</p> <p>Question Level Analysis (QLA) of PiXL Papers.</p>
<p>Narrow the attainment gap in maths across all year groups through explicit teaching of reasoning. Use whole school approach to improve pupil vocabulary. Rosenshine’s Principles of Instruction embedded to ensure quality first teaching – scaffolds and models.</p>	<p>80% of PP children with no identified SEND achieve ARE in Year 6.</p> <p>Ensuring 80% of PP children in Year 2 achieve ARE at the end of the year.</p> <p>80% of pupils with no identified SEND pass the Year 4 Multiplication check.</p> <p>Progress reported in FFt ASP will be 0 or better.</p> <p>The use of Freckle for personalized learning.</p> <p>Full fidelity to using the CPA approach in Maths.</p> <p>Question Level Analysis (QLA) of PiXL Papers.</p>

Positively promote high levels of attendance and reward accordingly for all pupils, particularly our disadvantaged pupils.	PP attendance to be in line or better than national.
Family and pupil support at a personalised level to secure good outcomes.	Reviewed individually and confidentially.
To meet the needs of families in challenging circumstances.	Reviewed individually and confidentially.

Activity in this academic year (2023 – 2024)

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,937.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Read Write Inc Phonics	EEF research shows synthetic phonics programme have an impact of +5 months	1,2,3
CPD – Rosenshine’s principles – Using scaffolds and models	Experience of training completed (2018-2020) at St Thomas More. Impact seen in whole school book scrutiny and informal maths observations. A systematic review of 56 studies (Belland et al., 2017) found that ‘scaffolding has a consistently strong effect across student populations’...	1, 2, 3 & 4
CPD – Maths CPA Approach	EEF recommends the use of manipulatives and representations to develop mathematical understanding. Manipulatives and representations can be powerful tools for supporting children to engage with mathematical ideas.	4
CPD - Writing Using Direct Instruction to Build Stronger Sentences.	EEF states that explicit instruction, scaffolding and flexible groupings are all key components of high-quality teaching and learning for pupils. EEF recommends teaching writing composition strategies through modelling and supported practice.	2

<p>CPD – Developing Modelled Writing across school</p>	<p>EEF recommends teaching writing composition strategies through modelling and supported practice.</p>	<p>2</p>
<p>Use of visualisers to enhance teaching and support effective feedback to pupils.</p>	<p>EEF Teaching and Learning Toolkit: Feedback +6 months impact. There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p>	<p>2, 3 and 4</p>
<p>CPD – NELLI and Talk Boost</p>	<p>EEF Toolkit, developing oral language can have a very high impact. Training can support adults to ensure they model and develop pupils’ oral language skills and vocabulary development.</p>	<p>1 & 2</p>
<p>CPD – ELSA Training</p>	<p>EEF - Social and emotional learning (SEL) interventions improve pupils’ decision making skills, interactions with others and their self-management of emotions. (+4 months)</p>	<p>8</p>

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

Budgeted cost: £ 169,636.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Champion appointed to focus on closing the gaps focussing on Years 6, 5 and 4.</p> <p>PP Champion to complete NELI with Year 1 pupils.</p>	<p>Some PP pupils struggle to cope in class and this leads to negative impact on learning behaviours and learning outcomes.</p> <p>A randomised controlled trial into the effectiveness of NELI, a language support programme designed to improve children’s vocabulary, listening and narrative skills, found that the intervention appeared to have a positive impact on children’s language skills, adding the equivalent of three months of progress in language skills compared to non-participants</p> <p>Following lockdown, some pupils need increased emotional support.</p>	<p>2,3 & 4</p> <p>8</p>
<p>EYFS Standards Teacher working with small groups and 1-1 delivering targeted interventions with early maths and communication and language focus.</p>	<p>Early Maths APPROACH 1: TEACHING THE ASSOCIATION BETWEEN NUMBER AND QUANTITY (EEF) When teaching the association between number and quantity it is important to target teaching at the right stage of the child’s development. Some researchers drew this out as an important factor in the success of an intervention (Ebin, 2014; Wilson et al., 2009), especially with regard to closing any attainment gap between disadvantaged children or those in an earlier stage of their maths learning and their peers (Starkey et al., 2004).</p> <p>Communication and Language Focus Communication and language provide the foundations for learning, thinking, and wellbeing. A child’s core language acquisition occurs between one and four years old, with children acquiring basic phonology, syntax, and vocabulary during this period¹. Evidence indicates that success in literacy relies on the secure development of language., and that these skills are amongst the best predictors of educational success.</p>	<p>1,2 and 4</p>

	<p><i>I. Snowling, M. J., Hulme, C., Bailey A. M., Stothard, S. E. and Lindsay, G. (2011) 'Better Communication Research Programme: Language and Literacy Attainment of Pupils During Early Years and Through KS2: Does Teacher Assessment at Five Provide a Valid Measure of Children's Current and Future Educational Attainments?', DfE Research Brief DFE-RB 172a, London: Department for Education.</i></p> <p><i>2. Nation, K. (2019) 'Children's Reading Difficulties, Language, and Reflections on the Simple View of Reading', Australian Journal of Learning Difficulties, 24 (1), pp. 47–73.</i></p> <p><i>3. Law, J., Charlton, J., Dockrell, J., Gascoigne, M., McKean, C. and Theakston, A. (2017) 'Early Language Development: Needs, Provision and Intervention for Preschool Children from Socio-Economically Disadvantaged Backgrounds', London: Education Endowment Foundation.</i></p>	
<p>EYFS Moving and Handling Intervention</p> <p>Targeted 1:1 for PP pupils.</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>EYFS attainment on entry is very low.</p> <p>Catch-up after long periods of remote learning.</p> <p>Reading by 6 Ofsted document. Education Endowment Foundation EEF</p>	<p>1</p> <p>2, 3 & 4</p> <p>3</p>
<p>Drama Therapist</p>	<p>EEF research suggests that this is very high impact for low cost.</p>	<p>6, 8</p>

	Working with our 5 most vulnerable pupils.	
Purchase of Talk Boost programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	I can report states, 90% met or exceeded expectation in reading. 69% in writing and 67% in maths.	2,3 and 4
Language and nurture intervention delivered to Year 1 and 2. Private SALT in school to work with Y1/2.	A randomised controlled trial into the effectiveness of NELI, a language support programme designed to improve children's vocabulary, listening and narrative skills, found that the intervention appeared to have a positive impact on children's language skills, adding the equivalent of three months of progress in language skills compared to non-participants	2, 3, 4 and 6
Homework Clubs for Years 2, 3, 4, 5 and 6 for targeted PP pupils.	EEF – Homework has a positive impact, on average, 5+ months.	2, 3, 4 & 7
Year 1 and Year 5 Handwriting Focus Private Occupational Therapist Core Stability Exercises	Occupational Therapists report that “proximal stability leads to distal mobility”. This means that a strong, solid core is needed to provide the stability necessary for the smaller muscles of the fingers and hands to move in coordinated, complex ways.	2
Library Access and Book Bus throughout the week	DfE Reading for Pleasure document, 2012 states that: “There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).” “Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).”	2 and 3

	<p>“Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002).”</p> <p>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006)</p> <p>Our observations and knowledge about our children, tells us that lots of our pupils do not have regular access to a variety of texts and do not have many books at home. By opening up the library for 4 lunchtimes a week, we will support our pupils in choosing books and getting more texts in the home.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £31,427.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
SaFE Officer will deliver Lego Therapy to targeted PP pupils	Lego-based therapy (LeGoff et al 2014) is an evidence-based approach that aims to develop social communication skills in children, such as sharing, turn-taking, following rules, using names and problem-solving.	6, 7 & 8
SaFE Officer and Pupil Premium Champion and will deliver Bereavement Counselling to individual pupils. Bereavement resources.		8

There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014) Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)

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

<p>Employ a Drama Therapist to work with targeted pupils.</p>	<p>Research and experience of the school’s SEND/CiC Lead, evidence how relationships in combination with the therapeutic powers of play, provide a context for self-expression, self-care, and healing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014) Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)</p>	<p>8</p>
<p>SEND/CiC Lead and SaFE Officer to lead Parent/ Carer Pre-school sessions</p>	<p>EEF – Parental engagement strategies are typically more effective with parents of very young children. EEF research shows parental engagement has a positive impact of +4 months.</p>	<p>1,8</p>
<p>National Breakfast Programme</p>	<p>Family Action is committed to supporting child development, and we believe a healthy school breakfast, without barrier or stigma, can set up children to succeed and give them the very best chance to learn.</p> <p>Economic and social research council – children in Year 2 who were offered breakfast made the equivalent of 2 months progress in reading, writing and maths.</p>	<p>8</p>
<p>Embed the principles of good practice set out in the DfE’s Working Together to Improve School Attendance</p> <p>Attendance Officer promotes consistent attendance and punctuality through supported communication with parents and identifying possible</p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <p>The higher the overall absence rate across Key Stage 2, the lower the likely level of attainment at the end of KS2.</p> <p>Pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GDS or above, than pupils that missed 10-15% of all sessions.</p> <p>WPA Education Welfare services – effective engagement often leads to increased attendance and higher academic achievement and positive effect on pupils’ attitudes to learning.</p> <p>DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5, 2, 3, 4 & 7</p>

barriers to attendance and punctuality.		
Learning Mentor and SaFE Officer to provide targeted ELSA support.	<p>ELSA network – all ELSA has reported an increase in knowledge and confidence, supporting children and young people talking about their feelings and behaviour.</p> <p>EEF - Social and emotional learning (SEL) interventions improve pupils’ decision making skills, interactions with others and their self-management of emotions. (+4 months)</p> <p>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014) Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)</p>	6 & 8
SaFE officer to be trained in Incredible Years (Webster Stratton) to target PP parents/carers for a structured parenting programme.	<p>Randomised control group – Increase in children’s positive affect and cooperation with teachers, positive interactions with peers, school readiness and engagement with school activities.</p> <p>EEF - Social and emotional learning (SEL) interventions improve pupils’ decision making skills, interactions with others and their self-management of emotions. (+4 months)</p>	6 & 8
SaFE officer and Deputy support parents and carers by contacting them in a variety of ways, emails, text message and phone calls.	<p>WPA – schools which have good parental communication are often those who embrace use of technology.</p>	5, 6 & 8
Whole staff training on Connected Communities – Emotional well-being	<p>Targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF - Social and emotional learning (SEL) interventions improve pupils’ decision making skills, interactions with others and their self-management of emotions. (+4 months)</p>	8

Football intervention with Youth Dreams Project	EEF - Social and emotional learning (SEL) interventions improve pupils' decision-making skills, interactions with others and their self-management of emotions. (+4 months)	8
Year 5 and 6 Pioneer Cadets	EEF - Social and emotional learning (SEL) interventions improve pupils' decision-making skills, interactions with others and their self-management of emotions. (+4 months)	8

Total budgeted cost: £209,420.57

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 2021 to 2022 academic year.

KS2

Reading outcomes in Y6

62% of all pupils achieved age related expectations compared to a national figure of 73%.

67% of pupil premium children achieved age related expectations compared to 59% of non-pupil premium children.

22% of all pupils achieved greater depth compared to a national figure of 29%.

18% of pupil premium pupils achieved greater depth compared to 24% of non-pupil premium children.

Writing outcomes in Y6

40% of all pupils achieved age related expectations compared to a national figure of 71%.

38% of pupil premium children achieved age related compared to 41% of non-pupil premium children.

Mathematics outcomes in Y6

57% of all pupils achieved age related expectations compared to a national figure of 73%.

53% of pupil premium children achieved age related compared to 59% of non-pupil premium children.

KS1

Phonics

Year 1

86% of all Year 1 pupils passed the Phonics screen.

84% of pupil premium children passed compared to 88% of non-pupil premium children.

Year 2

96% of all Y2 pupils passed the Phonics screen.

94% of pupil premium children passed compared to 98% of non-pupil premium children

EYFS

54% of all pupils achieved a Good Level of Development.

42% of pupil premium children achieved a Good Level of Development compared to 58% of non-pupil premium children.

78% of pupil premium achieved Moving and Handling compared to 85% of non-pupil premium.

100% of pupil premium pupils with no SEND achieved Moving and Handling.

Wider Strategies

Incredible Years was completed with parents with positive impact shared with facilitators and observed by facilitators.

Attendance

PP Attendance 95.42% compared to non-PP 97.23%. (2020-2021)

PP Attendance 94.06% compared to non-PP 94.89% (2021-2022)

PP Attendance 93.11% compared to non – PP 94.81% (2022 – 2023)

Attendance data demonstrates that the gap is closing between pupil premium and non-pupil premium pupils.

Support for Families

We have been able to support many families in crisis. This has varied from managing children’s behaviour, financial struggles, housing problems and mental health needs.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health have been significantly impacted since 2021 (primarily due to COVID-19-related issues). The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

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
Read Write Inc	Ruth Miskin Training
Accelerated Reader	Renaissance Learning
Lexia Core 5	Lexia Learning
Freckle	3P Learning
Nuffield Early Language Intervention (NELI)	Nuffield
Emotional Literacy Support Assistant Intervention (ELSA)	Peterborough Local Authority Educational Psychology Service
Incredible Years Parenting Programme	Webster Stratton