

St. Thomas of Canterbury Catholic Primary School

Pupil Premium Strategy Statement

This statement details St. Thomas of Canterbury Catholic Primary School's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 of Canterbury Catholic Primary School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Headteacher: Lyn Rawlinson
Pupil premium lead	Deputy Headteacher: Greg Hale
Governor / Trustee lead	Paul Bolton

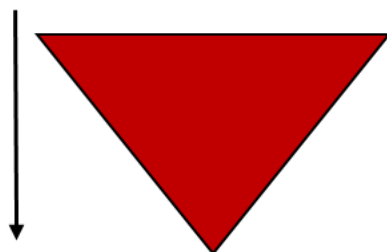
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,555
Recovery premium funding allocation this academic year	£1680
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	£27,235

Part A: Pupil premium strategy plan

Statement of intent

Attainment gap on entry to EYFS



Gap closed at the end of KS2

At St. Thomas of Canterbury Catholic Primary School, it is our intention that all our children make good progress and achieve high levels of attainment across all subject areas, irrespective of their background or the challenges they may face. Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. Our pupil premium strategy is focused on how we can reduce the gap between disadvantaged pupils and their peers year on year to ensure all pupils are given the chance to achieve their true potential.

We carefully identify the challenges our disadvantaged children experience through diagnostic assessments which includes analysis of NFER assessments, SDQ's and attendance data. We ensure we prioritise the 'challenges' our disadvantaged children experience and implement actions to address these. In addition to this, we focus on evidence from EEF and other key research findings in relation to which interventions have the most impact. This includes elements of metacognition, high quality feedback, learning mastery, reading comprehension and emotional intelligence.

Our actions are measurable and the impact of these are monitored closely; changes are made if necessary.

Our strategy plan links closely with our school improvement plan and sports premium. We adopt the three-tier approach in which we prioritise high quality teaching and learning for all. Within this we invest greatly in high quality CPD for all staff. Targeted Interventions are carefully planned for in light of children's needs, including speech & language, reading and writing, and maths support. We also invest in wider strategies to support aspects of physical and mental wellbeing and attendance.

To ensure our approaches 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.

Challenge Number	Detail of challenge
1	Low levels of vocabulary and language skills on entry as evidenced by Reception Baseline Tool administered in September/October 2021.
2	Gaps in phonics and reading, including early reading, which have been exacerbated by lockdowns and cognitive issues (identified and tracked via ongoing RWI phonics assessments and NFER data analysis).
3	Low levels of reading skills (reading with stamina, good level of speed/fluency and with comprehension) in both Key Stage 1 and Key Stage 2 classes identified and tracked with NFER data.
4	Gaps in Maths through lost learning in all year groups identified and tracked via NFER.
5	Social, emotional and mental wellbeing (particularly self-regulation and resilience) lower following Covid 19 pandemic as evidenced by pastoral lead assessments, discussions with parents and pupil progress meetings.

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
1	Improved oral and language skills and vocabulary among disadvantaged pupils.	There will be a lower percentage of children who present with oral and language difficulties as they transition to Key Stage 2. Assessments and observations will indicate improved oracy amongst our disadvantaged pupils. This will be evidenced through observation in lessons, book scrutinies and assessment of learning strategies.
2	Improved phonics and reading attainment for disadvantaged pupils by the end of EYFS & KS1.	Accelerated progress for our most disadvantaged pupils in phonics and reading across EYFS and KS1. Evidenced through PSC and RWI assessments
3	Improved reading attainment for disadvantaged pupils by the end of KS2	Accelerated progress for our most disadvantaged pupils in phonics and reading across KS2. Evidenced through NFER assessments and tracking systems in place
4	Improved maths attainment for disadvantaged pupils at the end of KS2.	Accelerated progress for our most disadvantaged pupils in maths across KS2. Evidenced through NFER assessments and Maths intervention programmes
5	To improve social, emotional and mental wellbeing (particularly self-regulation and resilience) for all pupils in our school, particularly our disadvantaged pupils.	Children are motivated to learn, keen to take part in all school life and are able to socialise with others. Children in receipt of PP are encouraged to take part in extra-curricular activities (sports, music, drama, arts) Evidenced through pen portraits (one PP child per year group)

Activity in this academic year

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

Teaching

Budgeted cost: £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. To utilise NFER Curve Analysis to ensure that progress of all is prioritised.	EEF: Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths and weaknesses. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or classes. Diagnostic assessment is crucial for understanding the specific elements of education that pupils are finding challenging, rather than performance in whole subjects. Gaining a thorough knowledge of disadvantaged pupils' levels of attainment is the first step. https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf	3 4
Training for all staff in delivering phonics regardless of year group	RWI phonics training for all staff will benefit all children to provide coherence in reading, phonics, spelling and handwriting as the children progress through the school. Evidence: Phonics toolkit/EEF	1 2
Purchase of relevant phonics books to match the sounds being taught in class	To reinforce the sounds being taught in class, children need to have books that match the sounds to take home with them for further consolidation. Evidence: Phonics toolkit/ EEF	1 2
Development of our maths curriculum planning and teaching in line with DfE and EEF guidance. Introduction of Power Maths teaching for Mastery scheme across KS1 and KS2 Introduction of Mastering Number programme for Early Years and KS1.	A coherent and shared approach to recovery curriculum in maths is required to ensure a solid foundation is being built upon in lessons in a progressive manner. DfE and EEF recognise the need to close the gaps in maths and diminish the difference between pupils who are disadvantaged and their peers.	4
Training for pastoral lead in counselling skills and drawing therapy	Equipping the children with the tools they need to voice their worries and express how they feel will help them overcome mental barriers to learning. Evidence: NSPCC EEF	5

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

Budgeted cost: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Book in a box scheme	EEF: reading is the key skill to unlock the curriculum Vocabulary enrichment	1 2 3
Additional phonics sessions targeted at disadvantaged pupils who require further support with phonics.	Phonics approaches that are validated by DfE have a strong evidence base to indicate a significant impact on the decoding of words, word recognition and understanding of vocabulary.	2 3
Children invited to 'learning clubs' either before or after school or during lunchtime	Small group support for the most disadvantaged to help recover 'lost learning' with a more personalised and differentiated approach EEF	1 2 3 4
Intervention teaching assistants for maths	Small group support for the most disadvantaged to help recover 'lost learning' with a more personalised and differentiated approach	4
Daily readers and interventions for reading	Individual and regular support for the most disadvantaged to help recover 'lost learning' with a more personalised and differentiated approach	2 3 4
Pastoral lead timetable created to ensure priority given to support the most vulnerable children	Pastoral support for emotional health Evidence from NSPCC and MIND	5
Use of precision teaching (Toe by Toe and Power of One)	Ed Psych recommended approach to personalised learning.	1 2

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased number of extra-curricular activities and learning clubs offered to children to help develop in their basic skills of reading and number as well as social skills.	Social Emotional and mental Health is vital for pupils to positively contribute to the community in which they live. Attendance at extra-curricular events helps for pupils to positively contribute to school life. EEF recognised the impact of extra-curricular activities as having a valuable impact.	1 2 3 4
Increased engagement with families to support with attendance and punctuality	Attendance and punctuality helps with learning behaviour and readiness to learn. EEF research validates this.	5
Parent workshops throughout Reception and KS1 to support phonics and reading at home.	Parents supporting at home have a significant impact on learning at school Sutton trust.	2 3

TOTAL BUDGETED COST: £25500

Part B: Review of outcomes in previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Year group	Number of pupils in receipt of PP	Attainment
Reception	2	1 achieved ELG
Year 1	1	Working below ARE
Year 2	1	Working below ARE
Year 3	3	1 working at expected ARE in reading but below in maths and writing 1 at expected in all areas 1 working below ARE in all areas.
Year 4	5	1 working at greater depth in all areas. 2 working below in all areas 1 at expected in reading but below in maths and writing 1 below in maths and expected in reading and writing
Year 5	3	1 working at expected levels in all areas 2 working below in all areas
Year 6	3	1 working at greater depth in all areas 2 working at expected levels in all areas