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 The Pupil Premium: Using it to make a difference at St Thomas More Voluntary Catholic Primary Academy

2019-20

**What is the Pupil Premium?**

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budgetA provision is also made for children who have a parent in the armed services.

St Thomas More Voluntary Catholic Primary Academy is committed to ensuring maximum progress for all groups of children and strives to close any gaps in achievement.

**St Thomas More Voluntary Catholic Primary Academy actively promotes equality of opportunity for all staff, governors, pupils and parents, creating a harmonious learning community where all can succeed.**

We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximise progress.

**Total number of pupils on roll Sept 2019 F2-Y6 274**

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| Financial Year | Amount of pupil premium funding |
| 2019-2020 | £35,360 |
| 2018-2019 | £37650 |
| 2017-2018 | £33,840 |
|  | 2019-2020 |  2018-2019 |  2017-2018 |
| Number of pupils eligible for pupil premium. | 15 | 16 | 17 |
| Number of looked after children eligible for pupil premium or pupils from armed services families | 6 | 4 | 6 |

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| **End of Key stage Attainment** | **All pupils %** | **Pupil Premium Pupils %** |
| Pupils achievement GLD at end F2 | 75% | N/A |
| Pupils passing Phonics Test Yr 1 | 77.5% | 1/3 33% |
| Pupils ARE reading Yr2 | 87.5% | N/A |
| Pupils GRD reading year 2 |  | N/A |
| Pupils ARE writing Yr2 | 72.5% | N/A |
| Pupils GRD writing year 2 |  | N/A |
| Pupils ARE maths Yr2 | 95% | N/A |
| Pupils GRD maths year 2 |  | N/A |
| Pupils ARE reading yr 6 |  89% | 3/5 60% |
| Pupils GRD reading Yr 6 | 47% | 2/5 40% |
| Pupils ARE writing Yr 6 | 84.2% | 2/5 40% |
| Pupils GRD writing Year 6 | 23.7% | 2/5 40% |
| Pupils ARE maths Year 6 | 97.4% | 4/5 80% |
| Pupils GRD maths Year 6 | 52.6% | 1/5 20% |
| Pupils ARE combined Year 6 | 79% | 2/5 40% |
| Pupils GRD combined year 6 | 13% |  0/5 0% |

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| **Barriers to future attainment (for pupils eligible for PP, including high ability)** |  |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |  |
| A. Poor Language skills and vocabulary acquisition |
| B. Low self-esteem and lack of confidence |
| C. Provision for all children including those who are higher attaining and/ or SEND |
| External barriers (issues which also require action outside school, such as low attendance rates) |  |
| D. Home support – Language barriers and parental confidence to support learning |
| E. Lateness and absence |

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| Action Plan for use of pupil premium 2019-2020 |
| Strategy |  Outcome/success criteria | Staff | milestones | Completed review date | cost | Impact |
| Whole school ADHD training to enable staff to feel secure in promoting positive behaviour in schoolAlthough SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. | Staff will feel confident in maintaining positive relationshipsStaff will implement new strategies to support pupils in schoolStaff will share good practice and strategies with other colleagues  | ASLeadership TeamGovernors | Training delivered September 2019 | ongoing | £800 |  |
| Social club at lunchtime providing support for identified childrenEEF website statesOverall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils’ learning. This is based on a number of meta-analyses that review robust studies of interventions in schools. | Children will develop social and emotional regulation skills | ASSLT | All children needing support focusing on Pupil Premium children | July 2020 | £3000 |  |
| To provide a forest school opportunity for high need SEMH and PLAC pupil in Year 521 weeks 1 day per week | Improve resilience, self -esteem and confidence. To provide child with strategies and resilience to cope in Year 6 and Secondary school transition | 1:1 to support | Child will be able to apply the social & communication skills in school setting- classroom and playground | July 2020 | £1050 |  |
| Additional TA in Yr. 6 to support English and maths interventions in the afternoonsEEF website states:Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuitionin groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Somestudies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is moreclosely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeablereduction in effectiveness. | Continued due to positive impact on learning and progress | Class TeacherSLTGovernors | Year 6 children  | July 2020 | £6300 |  |
| Support for year 6 children to aid smooth transition to secondary school | Secure and smooth transition to secondary school | SLTGovernors | Year 6 children | July 2020 | £200 |  |
| Additional Intervention by TA’s during afternoon sessions providing targeted intervention for children not making expected progress. This can include literacy and maths interventions as well as interventions to develop social skills | Accelerated learning for targeted children throughout the year to close any gap between disadvantaged pupils and other pupils and raise attainment and achievement across all key stages | Class teachersLeadership TeamGovernors | All year groups following teacher assessments. Intervention groups to be placed on provision maps and effectiveness will be closely monitored. | July 2020 | £15000 |  |
| Subsidised trips and residential trips | Raised self-esteem, promoting confidence and increased motivation. | Leadership TeamGovernors | Targeted children from across the school with a particular focus on PP pupils | July 2020 | £500 |  |
| Subsidised Music Lessons | Raise self-esteem, promote confidence | Leadership TeamGovernors | Targeted children from across the school with a particular focus on PP pupils | July 2020 | £270 |  |
| Subsidised After School Clubs | Raised self-esteem, promoting confidence and increased motivation. | Leadership TeamGovernors | Targeted children from across the school with a particular focus on PP pupils | July 2020 | £2000 |  |
| Access to breakfast Club | Improves attendance, punctuality, wellbeing and readiness to learn. | Leadership TeamGovernors | Targeted children from across the school with a particular focus on PP pupils | July 2020 | £2100 |  |
| Subsidised school swimming lessons | Raised self-esteem, promoting confidence and increased motivation. | Leadership TeamGovernors  | Targeted children from across the school with a particular focus on PP pupils | July 2020 | £200 |  |