



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

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 budget. A 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 2020 F2-Y6 279

Financial Year	Amount of pupil premium funding		
2020-2021	£30310		
2019-2020	£37650		
2018-2019	£37650		
	2020-2021	2019-2020	2018-2019
Number of pupils eligible for pupil premium.	12	17	16
Number of looked after children eligible for pupil premium or pupils from armed services families	6	5	6
TOTAL	18	22	22

End of Key stage Attainment (teacher assessment 2020)	All pupils %	Pupil Premium Pupils %	
Pupils achievement GLD at end F2			
Pupils passing Phonics Test Yr 1	88% (T ASSESSED SEPT 20)	1	100%
Pupils ARE reading Yr2 39	72%	4	75%
Pupils GRD reading year 2	15%		0%
Pupils ARE writing Yr2	74%		75%
Pupils GRD writing year 2	5%		0%
Pupils ARE maths Yr2	79%		75%
Pupils GRD maths year 2	21%		0%
Pupils ARE reading yr 6 37	84%	7	86%
Pupils GRD reading Yr 6	41%		0%
Pupils ARE writing Yr 6	78%		57%
Pupils GRD writing Year 6	11%		0%
Pupils ARE maths Year 6	81 %		71%
Pupils GRD maths Year 6	27 %		0%
Pupils ARE combined Year 6	76%		43%
Pupils GRD combined year 6	8%		0%

School Barriers to future attainment		
1	Children in year 6 currently receiving PP just make expected progress in writing	
2	School has a high number of post adoption pupil on PP register who need additional support to promote self-esteem and social skills	
3	Over time children in KS1 make less than expected progress in Early Reading and Phonics	
External Barriers (non -identified)		
Desired Outcomes	Success criteria	
1	Children in KS2 will make accelerated progress in writing.	Significant progress in writing measured using STATMAT targets and Target Tracker.
2	All children have access to an extended curriculum which promotes self-esteem and the development of social skills	Significant progress using Boxall Profile to track impact and set targets
3	Children in Early Years Foundation Stage and KS1 will make accelerated progress in Early Reading and phonics	Significant progress in Early Reading and Phonics measured through phonics tracker, Early Reading goals and STATMAT targets

Action Plan for use of pupil premium 2019-2020						
Strategy	Outcome/success criteria	Staff	milestones	Completed review date	cost	Impact-JULY 2020
National Tutoring Support for disadvantaged children in year 6 and year 3	Identified children will make at least good progress. Accelerated learning for targeted children throughout the year to close any gap between disadvantaged	Class Teacher LTeam Governors	November 2020 Children identified following initial assessments Provision map completed ½ termly monitoring by AS to review impact	July 2021	£3000	

	pupils and other pupils and raise attainment and achievement across all key stages		(adjustments then made as necessary). Close liaison with tutors Termly pupil progress meetings			
Additional Intervention by TA's during afternoon sessions providing targeted intervention for children not making expected progress	Identified children will make at least good progress. 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 teachers Leadership Team Governors	All year groups following teacher assessments. Intervention groups to be placed on provision maps. ½ termly monitoring by AS to review impact (adjustments then made as necessary) Termly Pupil progress meeting	July 2020	£13000	

<p>Additional TA support in F2 to develop social and emotional skills</p> <p>From EEF</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	<p>Identified child will have a Boxall profile completed which will identify interventions</p> <p>Boxall profile will over time show a diminishing gap from starting points</p>	<p>Class teachers Leadership Team Governors</p>	<p>Intervention groups to be placed on provision maps.</p> <p>½ termly monitoring by AS to review impact (adjustments then made as necessary)</p> <p>Termly Pupil progress meeting</p>		<p>£2000</p>	
<p>Additional TA support in F2 to develop early reading and phonic skills</p> <p>FROM EEF</p> <p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial.</p>	<p>Identified children will make at least good progress.</p> <p>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</p>	<p>Class teachers Leadership Team Governors</p>	<p>Intervention groups to be placed on provision maps.</p> <p>½ termly monitoring by AS to review impact (adjustments then made as necessary)</p> <p>Termly Pupil progress meeting</p>		<p>£2000</p>	

<p>Targeted SEMHS support to promote social emotional and Mental health</p> <p>From EEF</p> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>Identified children will make good progress</p> <p>SEMH children make rapid progress in learning; good levels of engagement.</p>	<p>Class Teacher Leadership Team Governors</p>	<p>½ termly monitoring by AS to review impact (adjustments then made as necessary)</p> <p>Termly Pupil progress meeting</p>		<p>Silver package of support from SEMHS team-£4500</p> <p>Support from SEMHS practitioner 1/2 termly monitoring by AS to review impact (adjustments then made as necessary)</p> <p>Termly Pupil progress meeting £500</p>	
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<p>Subsidised trips and residential trips</p> <p>Impact from EEF</p> <p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	<p>Children will have improved self-esteem, promoting confidence and increased motivation.</p>	<p>Leadership Team Governors</p>	<p>Targeted children from across the school with a particular focus on PP pupils</p> <p>AS to monitor take up</p>	<p>July 2020</p>	<p>£500</p>	
<p>Subsidised Music Lessons</p>	<p>Children will have improved self-esteem, promoting confidence and increased motivation</p>	<p>Leadership Team Governors</p>	<p>Targeted children from across the school with a particular focus on PP pupils including Rocksteady lessons</p> <p>AS to monitor PP uptake compared to all children and invite children to uptake lessons.</p>	<p>July 2020</p>	<p>£270</p>	

<p>Subsidised After School Clubs</p> <p>The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress).</p>	<p>Children will have improved self-esteem, promoting confidence and increased motivation</p>	<p>Leadership Team Governors</p>	<p>Targeted children from across the school with a particular focus on PP pupils</p> <p>AS to monitor PP uptake compared to all children</p>	<p>July 2020</p>	<p>£2270</p>	
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<p>To ensure pupils dietary needs are met daily and develop their understanding of healthy eating.</p> <p>From EEF</p> <p>Our evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils.</p>	<p>To increase progress of disadvantaged children by meeting their nutritional needs and also their social and emotional needs.</p>	<p>Leadership Team Governors</p>	<p>Analyse the Breakfast Club set up. Implement any changes needed. Pick a group of Year ½ children who attend breakfast club and compare progress to a similar group who don't attend.</p>	<p>July 2020</p>	<p>£2100</p>	
<p>Subsidised school swimming lessons</p>	<p>Enjoyment and engagement with the whole curriculum.</p>	<p>Leadership Team Governors</p>	<p>Targeted children from across the school with a particular focus on PP pupils</p>	<p>July 2020</p>	<p>£200</p>	