



Pupil premium strategy statement

This statement details our 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 More Catholic Voluntary Academy
Number of pupils in school	280
Proportion (%) of pupil premium eligible pupils	7.5% (21 children)
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	Update comments: March 2022 June 2022
Statement authorised by	Charlotte Crosse (Head Teacher)
Pupil premium lead	Charlotte Crosse
Governor / Trustee lead	Bernard Attard
Detail	Amount
Pupil premium funding allocation this academic year	£28,673
Recovery premium funding allocation this academic year	£2,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£549
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	£31,542

Funding overview

Part A: Pupil premium strategy plan

Statement of intent

The objective of the Pupil Premium strategy at St. Thomas More CVA is to narrow any attainment gap between those pupils categorised as disadvantaged and the school population as a whole. We aim to ensure that these children are able to make progress that is in line with their peers and, where possible, accelerated in order to reduce any attainment gap.

In line with guidance and advice from the Education Endowment Foundation (EEF), our policy focusses around half of our premium funding on quality first teaching with the remaining funding being split between targeted interventions and wider opportunities. Many of the key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium; they incorporate children who are disadvantaged or vulnerable in other ways, for example young carers or children that have or have had a social worker

The key principles of the strategy are that disadvantaged children have access to opportunities, teaching and support that allows them to catch-up on learning lost during the Covid19 pandemic, widen their aspirations, develop their confidence and increase their cultural capital. We also aim to reduce barriers to learning by developing positive home school relationships with families and providing for the SEMH needs of the children.

March 2022: continued priority areas are: Writing, Maths and self-regulation.

Challenges

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

Challenge number	Detail of challenge
1	Overcoming any attainment and progress gap created by the Covid-19 school closures with particular focus on early language acquisition, reading and maths.
2	From our observations and discussions with families we know that by providing for the Social Emotional and Mental Health needs of our children can develop staff and parent confidence in supporting children in school.
3	Ensuring pupils have full access to a knowledge-rich curriculum which increases aspirations and the cultural capital of our children with particular focus on higher ability learners.

4	Ensuring all children have access to extracurricular activities
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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
Attainment and progress at the end of 2021-22 are at least in line with pre-covid1 data (academic year 2018-19)	<ul style="list-style-type: none"> • Clear monitoring in termly pupil progress meetings with identification of target pupils for intervention where necessary. • Teaching staff to continue to identify gaps in learning and adapt lesson planning accordingly. • Curriculum planning allows for opportunities to address lost learning • All PP children will pass phonics screen • Children’s engagement in writing will improve – evident in quantity and quality of writing improvement.
Through targeted support to promote social, emotional and mental health children and staff will have strategies to manage the school day.	<ul style="list-style-type: none"> • Children with identified SEMH needs will be able to ‘cope’ with the school day • Staff will use SEMH strategies to successfully support children in school.
Children can confidently talk about their learning and the experiences that they have had. Children know more and remember more. The gap between the number of Pupil Premium children achieving greater depth and the number of non-PP children achieving greater depth is narrowed.	<ul style="list-style-type: none"> • Newly developed medium-term curriculum planning that focuses on a knowledge-led curriculum. • Subject leader training in carrying out effective pupil voice surveys. • Ongoing curriculum evaluation • Teachers / subject leaders to clearly include opportunities and experiences from the STM experience in their wider planning. • Ongoing monitoring of HA PP children in pupil progress meetings with the identification of focus children where necessary. • Regular programme of monitoring and evaluation by subject leaders to include high-quality opportunities for pupil voice.

All pupils will have access to a range of extracurricular activities including music, swimming and trips that may otherwise be restricted.

- Pupils in receipt of Pupil Premium will go on school trips
- Pupils are given opportunity to access to music opportunities – including choir and music lessons
- Pupils access sporting extracurricular opportunities including trips, afterschool sports and school events.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant in every class each morning	<ul style="list-style-type: none">• Research funded by the EEF demonstrates that when TAs are well trained and used in structured settings with high-quality support and training, they can boost learning by as much as an extra term.• Classroom TAs support the teacher in the morning during the teaching of core subjects (Reading, writing and maths). <p>Dec 2021 tracking: 14 of PP cohort at or above age-related expectations in reading. Target areas are in Writing and Maths, where a disproportionate number of pp children are not meeting age expectations (in comparison with non pp cohort). In order to develop this, targeted children are having local led tuition with a focus on writing and the small group teaching model in Maths will be maintained.</p>	

<p><i>To implement and train staff to teach Phonics (Little Wandle)</i></p>	<ul style="list-style-type: none"> • The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. • Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. • While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate. Where readers are struggling with vocabulary or comprehension, other interventions may be more appropriate. • There is some variation in impact between different phonological approaches. Synthetic phonics approaches have higher impacts, on average, than analytic approaches. Analytic phonics approaches has also been studied less overall (only 9 studies). The small number of analogic phonics approaches identified in this review (6 studies) have a negative impact on average. <p>March 2022 Little Wandle fully implemented. Tracking for PP children in place and classroom visits show that embedded systematic programme is throughout school. Additional 1-1 work does take place for some PP children.</p>	<p>1</p>
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<p>To provide adequate resources to support the continued focus on teaching for mastery in maths by using a concrete-pictorial-abstract approach</p>	<p>The NCETM explains that: <i>Mastering maths means pupils of all ages acquiring a deep, long-term, secure and adaptable understanding of the subject. The phrase ‘teaching for mastery’ describes the elements of classroom practice and school organisation that combine to give pupils the best chances of mastering maths. Achieving mastery means acquiring a solid enough understanding of the maths that’s been taught to enable pupils to move on to more advanced material.</i></p> <ul style="list-style-type: none"> • One of the five big ideas used by mastery specialists to underpin teaching for mastery is that Representations are used in lessons expose the mathematical structure being taught, the aim being that students can do the maths without recourse to the representation. These representations should include the use of concrete equipment and visual pictorial representations alongside abstract methods. We will ensure that all classes have access to adequate maths equipment to facilitate this approach. <p>March 2022 although more PP children are currently on-track to meet age expectations in Maths than Writing, use of representations is still a priority. Ensure investment in a wider range of these tools prior to Easter.</p>	<p>1</p>
<p>To focus on effective approaches to improving metacognition particularly the effective use of reviewing previous learning</p>	<p>We have developed our curriculum to ensure that it is knowledge led. In doing this we have used Rosenshine’s Principles of Instruction, the work of Tom Sherrington and the EEF guidance report on Metacognition and Self regulated learning to develop lesson structures with ample opportunity for reviewing previous learning. There is staff training in using these approaches in the classroom and lesson drop ins focus on how effectively this is being used in the classroom.</p> <p>March 2022 curriculum coaching work shows that planning increasingly considers how children learn. Staff are planning opportunities for children to revisit learning within their teaching. As appropriate, PP children are selected for pre and post teach sessions to support their memory.</p>	<p>2</p>
<p>Subsidised trips and swimming lessons for Pupil Premium children</p>	<p>The national curriculum requires that All schools must provide swimming instruction either in key stage 1 or key stage 2. Children must be taught to swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes effectively. NA re swimming this year as no PP children in year 5 cohort who swim. Year 6 children have been able to take part in three out of school trips. The whole school were able to access a fully funded pantomime.</p>	<p>3</p>
	<p>We ensure that all children are able to access this area of the curriculum by subsidising a ten-week swimming programme in year 5 and 6.</p>	

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention <i>NELI</i>	Significant evidence base for NELI interventions. DFE partial funding in place. March 2022: used for those who met threshold, all children are now accessing phonics. No PP children met threshold for intervention.	1
National Tutoring Support for disadvantaged children	Pupils from disadvantaged backgrounds experienced higher levels of loss than their non-disadvantaged peers (1 month more learning loss in reading and 0.5 months in mathematics compared to their non disadvantaged peers). The effect on disadvantaged pupils is equivalent to a third of the progress doing made in the last decade on closing the gap in primary schools. March 2022: three PP children are now accessing writing intervention (school-led).	1&3

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

Budgeted cost: £6542

Activity	Evidence that supports this approach	Challenge number(s) addressed
To purchase the Bronze SEMH package which includes 25 hours of support.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. March 2022: two packages now purchased. This has been an area of significant need following the two years of interruption to	2

	education. Targeted PP children are supported by programme.	
Introduction and implementation of whole school behaviour management with a focus on the restorative approach	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>March 2022: approach has been embedded in schools and increasing levels of consistency are seen. Targeted support is in place for some children and this continue to be a priority.</p>	1,2,3
Subsidised access to Breakfast Club and Afterschool Club for Pupil Premium children	<p>☐ Access to Breakfast clubs for disadvantaged families mean that they have a larger window in which to drop their children off at school. The breakfast that is provided at the club ensures that all children are fed and ready to start learning.</p> <p>March 2022: 50% of PP children access 'cool milk' at break but less than 10% of PP access breakfast club. Review need next year, taking into account the attendance of PP children.</p>	

Total budgeted cost: £ 31,542