



Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	279
Proportion (%) of pupil premium eligible pupils	6.5% (18 children)
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	November 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Charlotte Crosse (Head Teacher)
Pupil premium lead	Charlotte Crosse
Governor / Trustee lead	Bernard Attard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,604
Recovery premium funding allocation this academic year	£2,460
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	£32,064

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 Covid-19 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.

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 with particular focus on writing, early reading strategies and maths.
2	33.3% of PP children also have a Special Educational Need. These include Social Emotional and Mental Health needs.
3	Ensuring that attendance of Pupil Premium children is in line with that of other children within the school.
4	Ensuring all children have wider access to extracurricular activities and opportunities in order to broaden cultural capital experiences.

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
<p>Attainment and progress measure show that children's achievement is in line with that of non PP children and in line with national.</p>	<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.
<p>Children with SEND will make expected or accelerated progress from their starting points. Promotion of social, emotional and mental health needs will ensure all children and staff have strategies to manage the school day.</p>	<ul style="list-style-type: none"> • Children with identified SEND will make at least expected progress and this will be measured carefully through provision mapping and tracking • Children with identified SEMH needs will be able to access learning throughout the school day • Staff will use SEMH strategies to successfully support children in school.
<p>Attendance for PP children will be in line with that of non PP children,</p>	<ul style="list-style-type: none"> • Attendance tracking and analysis for PP children to identify trends and patterns • Attendance systems and processes applied for any children whose attendance falls below 95% • Additional support for families for attendance where needed
<p>All pupils will have access to a range of extracurricular activities including music, sports clubs and competitions, swimming and trips that may otherwise be restricted.</p>	<ul style="list-style-type: none"> • 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 clubs 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: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistant in every class each morning</p> <p>£14,807</p>	<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>1&2</p>
<p><i>To continue to implement and monitor Early reading strategies (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 	<p>1</p>

	review (6 studies) have a negative impact on average.	
<i>Whole school writing approach to using the 'Write stuff' Jane Constantine approach to increase standards and progress made in writing.</i>	The Write Stuff - Transform the Teaching of Writing (janeconsidine.com)	1
<p><i>Reading is given a high priority in school so that standards of attainment and progress are maintained:</i></p> <ul style="list-style-type: none"> • <i>Whole Class reading – comprehension and inference teaching</i> • <i>Reading for pleasure</i> • <i>Home reading – prioritised</i> • <i>Access to high quality texts</i> 	<ul style="list-style-type: none"> • Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) 	1

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

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle phonics catch up sessions and rapid catch up interventions (KS2) for any children not passing PSC or identified through assessment.	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Impact +5 months</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Impact + 4 months</p>	1 and 2
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 more in mathematics compared to their non-disadvantaged peers). The effect on disadvantaged pupils is equivalent to undoing	1 and 2

	a third of the progress made in the last decade on closing the gap in primary schools.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,064

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance support and monitoring.</p> <p>Agreed meet and greet for identified children</p> <p>Attendance tracking and analysis.</p> <p>Systems and processes for monitoring persistent absence.</p> <p>Attendance awards & encouragement</p>	<p>Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk)</p> <p>Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk)</p>	
<p>To purchase the Silver SEMH package which includes 25 hours of support.</p> <p>£4398</p>	<p>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.</p>	2
<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. 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>	3
<p>Subsidised access to Breakfast Club and Afterschool Club for Pupil Premium children</p>	<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>	4

Total budgeted cost: £ 32,064