

PUPIL PREMIUM STRATEGY STATEMENT 2019-20

St Thomas More Catholic Primary School

Background

The Coalition Government introduced the Pupil Premium in 2011 to provide additional school funding for those children classed as having deprived backgrounds, and also those who had been looked after (by a local authority) for more than six months. The Service Premium was also introduced for children whose parent(s) are, or have since 2011, served in the armed forces.

The extra funding is made available to schools to help them narrow the national attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds.

Pupil Premium Funding in Primary Schools 2019-2020

The table below highlights the key points:

Group	Qualifying indicator	Funding (per pupil)
Deprived children	Children who have been in receipt of free schools meals at any point in the past six years	£1,320
Looked After Children	Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.	£2,300

	Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	
Service children	Pupils in year groups reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence	£300

At St Thomas More Primary School we are making sure that economically disadvantaged children have all the help they need to grasp the basics of reading, writing and mathematics right at the start of their education so that they don't have to catch up later. We also make sure that we identify and address the needs of all Pupil Premium children who are underperforming throughout the school.

We aim to narrow the nationally seen attainment gap which exists between pupils from disadvantaged and more affluent backgrounds through our approach which is:

- To carefully ring-fence the funding so that it is always spent on the target group of pupils
- To never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels
- By thoroughly analysing which pupils are underachieving, particularly in English and mathematics, and the reasons why
- By drawing on research evidence (such as the Sutton Trust) and evidence from our own and others' experience to allocate the funding to the activities that are most likely to have an impact on improving achievement
- Allocating our best teachers/teaching assistants to teach intervention groups to improve mathematics and English and/or employing new teachers who have a good track record in raising attainment in those subjects
- Using achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly, rather than just using the data retrospectively to see if something has worked

- Making sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve
- Systematically focusing on giving pupils clear, useful feedback about their work, and ways that they could improve it
- Ensuring that a designated senior leader has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils
- Ensuring that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress

At St Thomas More School there is a very strong commitment, shared by staff and governors, to doing everything possible to remove any barriers that might hinder a pupil's development. We are highly ambitious, respond to what we know to be good practice and ensure that our vision for improvement is clear. We ensure that the funding is very carefully targeted at the types of activities that best meet the needs of our pupils, and robustly monitor, evaluate and amend them as necessary in order to achieve the optimum impact for those children.

There are other factors, other than an economic disadvantage, which may hinder a child's progress and attainment. These include: Special educational needs (S.E.N.) pupils who have English as an additional language (E.A.L.) emotional and behavioural difficulties. Analysis of internal data of individual pupils shows that these other factors do impact at times on the progress and attainment of disadvantaged pupils who also fall within one of these vulnerable groups (E.A.L/S.E.N.)

Pupil Premium Children at St Thomas More Primary School

Percentage of pupils known to be eligible for Free School Meals (FSMs) 2016-2019

	2016	2017	2018	2019
St Thomas More School	3%	3.5%	2.9%	1.9%

The percentage of children eligible for Pupil Premium funding at St Thomas More School has been lower than the national average for the last four years.

1. Review of expenditure for academic year 2019 – 2020 Income £13,160

Aim: Specific targeted support to address the underachievement of children who are both eligible for Pupil Premium and also identified as either SEN or academically able.

Who	Action	How	Impact	Cost
2 teachers	Support Maths Group structure	Groups 5 days per week Year 2-6	Work is targeted to ability. Individual needs met.	£12,357
2 teachers	Intervention groups for Years 5 and 6	Half-hour sessions x 2 in Literacy and Numeracy	Work is targeted to ability. Individual needs met.	£1913.68

LSA	Intervention groups Rec-Year 2	20 minute sessions 2 x week One-plan (language) targets	Individual needs met – usually after advice from EP/ SALT	£6226.55
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Aim: Training to support the academic, emotional, social and self-esteem needs of children eligible for Pupil Premium Funding and those identified with SEN

Who	Action	How	Impact	Cost
Headteacher	Attend Mental Health Support Workshops	ECC	Cascade to all teachers and LSA's to maximum impact across school	Free
Senco	Mental Health Training	EWHMS	Cascade to all teachers and LSA's to maximum impact across school	£300
3 LSA's	Learning Mentor Supervision	Jonathon Bond sessions Learning Mentor Meeting Termly with Senco	Keep practice current Measure impact and waiting list	£102.27

Aim: To support children eligible for Pupil Premium Funding to attend afterschool club

Who	Action	How	Impact	Cost
Club leaders	PP children attend a chosen club	Discussion with parent and child	Pupil included	£100

2. Key Stage 2 Summary Information 2018 (2019 unavailable due to Covid19) – Previous year’s figures show impact school makes.

KS2 Expected Level	Sch	Sch - PP	Nat	Essex
Reading	90%	92.6%		
GPS	94%	96.3%		
Writing (TA)	93%	100%		
Maths	84%	92.6%		
R/W/Ma combined	80.6%	25%		

3. Barriers to future attainment for pupils eligible for Pupil premium

Analysis of data at St Thomas More School shows that disadvantaged children do as well as non-disadvantaged children when data is filtered for children who are eligible for Pupil Premium funding and who are also SEN, EAL or both SEN & EAL. Social and emotional difficulties have also been identified as factors which impact upon the progress and attainment of these children.

Barriers to learning have been identified as:

EAL

SEN

SaL

Social. Emotional and Self-esteem

4. Planned expenditure for children eligible for Pupil Premium Funding 2020-2021 Income £16,070

Aim: Specific targeted support to address the underachievement of children who are both eligible for Pupil Premium and also identified as either SEN or academically able.

Who	Action	How	Impact	Cost	How we will ensure effective
2 teachers	Support Maths Group structure	Groups 5 days per week Year 2-6	Work is targeted to ability. Individual needs met.	£14,867	Monitored by Maths

					lead and HT
2 teachers	Intervention groups for Years 5 and 6	Half-hour sessions x 2 in Literacy and Numeracy	Work is targeted to ability. Individual needs met.	£2300.18	Monitored by DH and Senco
LSA	Intervention groups Rec-Year 2	20 minute sessions 2 x week One-plan (language) targets	Individual needs met – usually after advice from EP/ SALT	£6500.55	Monitored by DH and Senco

Aim: Training to support the academic, emotional, social and self-esteem needs of children eligible for Pupil Premium Funding and those identified with SEN

Who	Action	How	Impact	Cost	How we will ensure effective
2 LSAs	Learning Mentor Training to increase the supply of intervention	Train 2 new people	Reduce the waiting list	£365	Monitored by Senco
3 LSA's	Learning Mentor Supervision	Jonathon Bond sessions Learning Mentor Meeting Termly with Senco	Keep practice current Measure impact and waiting list	£102.27	Monitored by Senco

Aim: To support children eligible for Pupil Premium Funding to attend afterschool club

Who	Action	How	Impact	Cost	How we will ensure effective
Club leaders	PP children attend a chosen club	Discussion with parent and child	Pupil included	£200	Monitored by Class Teacher and HT

5. Review

This strategy is reviewed mid-year to ensure effectiveness and to ensure it is on track. This action plan will be reviewed March 2021.