

Pupil Premium Strategy for 2017-18

Summary information					
School	St Thomas More Catholic First School				
Academic Year	2017-18	Total Pupil Premium budget	£58,080	Date of most recent PP Review	September 2017
Total number of pupils	210	Number of pupils funded for PP	44	Date for next internal review of this strategy	December 2017

Attainment 2017	Pupils eligible for PP (school)		Pupils eligible for PP (national comparator)	
EYFS				
% of pupils achieving GLD	All pupils	55	All pupils	71
	FSM	56	FSM	
	Non FSM	55	Non FSM	
Phonics Check				
% of pupils meeting the required standard in Year 1	All pupils	71	All pupils	81
	Disadvantaged	25	Disadvantaged	84
	Non-Disadvantaged	76	Non-Disadvantaged	84
% of pupils meeting the required standard in Year 2	All pupils	89	All pupils	91
	Disadvantaged	83	Disadvantaged	
	Non-Disadvantaged	89	Non-Disadvantaged	
Key Stage One				
% achieving at least expected standard in reading	All pupils	66	All pupils	76
	Disadvantaged	57	Disadvantaged	79
	Non-Disadvantaged	68	Non-Disadvantaged	79
% achieving at least expected standard in writing	All pupils	56	All pupils	68
	Disadvantaged	29	Disadvantaged	72
	Non-Disadvantaged	62	Non-Disadvantaged	

% achieving at least expected standard in maths	All pupils	61	All pupils	75
	Disadvantaged	29	Disadvantaged	79
	Non-Disadvantaged	68	Non-Disadvantaged	79
Attendance 2016	School		National Average	
% of sessions missed due to Overall Absence School	All pupils	3.7	All pupils	3.9
	FSM	4.7	FSM	5.2
	Non FSM	3.2	Non FSM	3.4
Persistent absentees - absent for 10% or more sessions	All pupils	7.1	All pupils	8.8
	FSM	13.2	FSM	15.1
	Non FSM	4.3	Non FSM	6.2

1. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Pupils enter school with significantly low levels of development in all areas including speech and language. (88% entering below 30-50 months for speaking and listening, 91% below in understanding and 67% below in making relationships).
B.	A significant proportion of SEND children have complex needs. 44% of PP are also SEND.
C.	The majority of pupils lack self-esteem and independence.
D.	There is little evidence of children developing knowledge and skills through life experiences or support out of school.
External barriers	
E.	Parental engagement with school – especially regarding access to supporting learning at home.
F.	Complex family circumstances having an impact on pupil welfare e.g. Child Protection, Child in Need, Family Support, SEMH, low self-esteem or confidence, domestic violence, substance abuse.

Planned expenditure

Academic year

2017-2018

The three headings below enable schools to demonstrate how the school is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring <i>Who? When? How?</i>	Expenditure	Evaluation of Impact (December/March/July)
<p>Increase the progress and attainment of all children across school. SDP T9</p>	<p>Feedback – verbal or written. Teacher assessment, self and peer assessment strategies.</p> <p>Meta-cognition and self-regulation – teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one’s own motivation towards learning.</p>	<p>Feedback leads to pupils achieving next steps in their learning. Many sources including EEF Toolkit suggest high quality feedback is an effective way to improve attainment and is a suitable as an approach we can use across school.</p> <p>To give learners a repertoire of strategies to choose from during learning activities. These ‘learning to learn’ approaches help learners think about their own learning more explicitly. They will be better prepared for Middle School challenges. EEF – Teaching and Learning Toolkit shows consistently high levels of impact, which is particularly effective for low achieving pupils. An additional 8 months’ progress on average.</p>	<p>SLT and SL through learning walks, data analysis, pupil voice and professional dialogue with staff.</p> <p>Peer observations following training. SLT and SL through learning walks, data analysis, pupil voice and professional dialogue with staff.</p>	<p>Release time to observe/share good practice, monitor and support.</p> <p>£500</p>	

<p>Pupils develop oral language skills, increasing the proportion making accelerated progress in reading and writing. SDP C7 and T8</p>	<p>Speech and Language Intervention – Oral language approaches include:</p> <ul style="list-style-type: none"> • Use of Speech Therapist for pupils with SEND • Targeted reading aloud and discussing books with children • Explicitly extending pupil's spoken vocabulary • The use of structured questioning to develop reading comprehension • Access to language through working walls, language on desks, vocabulary books/cards, Dictionaries/thesauri • TA deployed for subject specific language development (pre/post teaching) • Optima 	<p>Spoken language impacts directly on fluency of reading, ability to read for meaning and comprehension skills. Correct pronunciation and grammar in spoken language aid quality spelling and grammatically correct written work. We want to invest some PP money into longer-term change that will help all pupils. Many sources including EEF Toolkit suggest high quality feedback is an effective way to improve attainment and is a suitable as an approach we can use across school.</p>	<p>Courses/CPD selected using evidence of effectiveness. Peer observations following CPD to embed learning. Lessons from training embedded in policy. SLT and SL through learning walks, data analysis, written work and progress in books, pupil voice and professional dialogue with staff.</p>	<p>Cost of training £500</p>	
--	--	---	---	----------------------------------	--

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring <i>Who? When? How?</i>	Expenditure	Evaluation of Impact
<p>Pupils with complex needs are able to access the full curriculum. SDP A4</p> <p>To accelerate progress and close the gap in reading/writing and maths SDP A4</p>	<p>Small group or 1-1 Tuition – Teacher, Teaching Assistant or other adult gives a pupil or group intensive support lessons to support access to lessons. Support is usually within lessons</p> <p>Small group or 1-1 Tuition –It is a replacement for other lessons by withdrawing the pupil(s) for extra teaching.</p> <p>Training for Teaching Assistants to fulfil roles effectively.</p>	<p>We aim to invest in personalising the learning for our pupils. Any gaps in learning will be targeted on an individual or group basis in order to bridge gap.</p> <p>The Pupil Premium – How schools are spending the funding successfully to maximise achievement report and EFF – Toolkit both emphasise the impact of Teaching Assistants is dependent on careful monitoring and evaluation, to demonstrate the impact of each aspect of learning. We will therefore be reviewing our procedures to ensure all support is effective.</p>	<p>SLT and SL through learning walks, books, data analysis, pupil voice and professional dialogue with staff.</p>	<p>£20,389</p> <p>£3,890</p>	
<p>To accelerate progress in maths at the end of KS1. SDP A3</p>	<p>Focus booster groups after school - Teaching Assistant gives a group intensive support lessons to target key concepts in maths.</p>	<p>We aim to invest in personalising the learning for our pupils. Any gaps in learning will be targeted on an individual or group basis in order to bridge gap.</p>	<p>SLT and maths SL through learning walks, data analysis, books, pupil voice and professional dialogue with staff.</p>	<p>£3,725</p>	

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring <i>Who? When? How?</i>	Expenditure	Evaluation of Impact
Increase pupils' self-esteem and future aspirations SDP L11	Representatives on School Council/Altar Servers/Monitors Attendance at club/visits and residential visits. Aspirational speakers/vocations linked to curriculum	The school places great emphasis on the development of the whole child, the importance of responsibility and service to others.	HT and Governors – Proportion of disadvantaged pupils representing the school in a variety of roles. Pupil voice on impact of speakers and future aspirations.	Transportation, medals, speakers £1000	
To improve knowledge of pupils' individual social and emotional needs which affect their learning and improve their readiness to learn. SDP L11	Parental involvement- Active involvement of parents in supporting their children's learning at school. Getting to know the families and brokering positive working relationships will enable teacher to recognise individual needs. Explore a range of options effectively deployed by schools e.g. Woodland Warriors	The school places great emphasis on pastoral support and effective partnership and sharing of information with parents will enable staff to personalise children's learning and offer support with social and emotional needs.	SLT and Governors through <ul style="list-style-type: none"> Attendance at parent consultations, reviews, parent child workshops, performances. Well-being and readiness to learn of pupils. Support at home/access to on – line and other homework. 	Cost of release to visit schools. Any training or equipment. £28,076	