

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 eligible 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

Attainment 2018	Pupils eligible for PP (school)		Pupils eligible for PP (national comparator)	
EYFS				
% of pupils achieving GLD	All pupils	73	All pupils	71
	FSM (2)	50	FSM	
	Non FSM	74	Non FSM	
Phonics Check				
% of pupils meeting the required standard in Year 1	All pupils	48	All pupils	81
	Disadvantaged (8)	38	Disadvantaged	84
	Non-Disadvantaged	56	Non-Disadvantaged	84
% of pupils meeting the required standard in Year 2	All pupils	86	All pupils	91
	Disadvantaged	60	Disadvantaged	
	Non-Disadvantaged	90	Non-Disadvantaged	
Key Stage One				
% achieving at least expected standard in reading	All pupils	80	All pupils	75
	Disadvantaged (5)	40	Disadvantaged	79
	Non-Disadvantaged	85	Non-Disadvantaged	79
% achieving at least expected standard in writing	All pupils	75	All pupils	70
	Disadvantaged (5)	40	Disadvantaged	72
	Non-Disadvantaged	79	Non-Disadvantaged	
% achieving at least expected standard in maths	All pupils	80	All pupils	76
	Disadvantaged (5)	40	Disadvantaged	79
	Non-Disadvantaged	86	Non-Disadvantaged	79
Attendance 2017	School		National Average	
% of sessions missed due to Overall Absence School	All pupils	4	All pupils	Not yet published

	FSM	4.33	FSM	Not yet published
	Non FSM	4	Non FSM	Not yet published
Persistent absentees - absent for 10% or more sessions	All pupils		All pupils	
	FSM		FSM	
	Non FSM		Non FSM	

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. (86% entering below 30-50 months)
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
<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>£2,500</p>	<p>Increased verbal feedback following pupil conferencing which identified that pupils preferred feedback at the point of learning so they could ask questions. Introduction of ‘must, should, could’ has increased pupils’ ownership of outcomes and raised expectations as they strive to complete all levels.</p> <p>Training for all staff on the use of Teaching Assistants has raised awareness of the importance of directing learning through open-ended questions and not facilitating activities.</p> <p>PPG progress results 84% expected and 38% better than expected in maths; 84% expected and 31% better than expected in reading; 74% expected and 35% better than expected in writing</p> <p>PPG without SEND 89% expected with 39% better than in maths , 94% expected with 22% better than in reading and 87% expected with 48% in writing</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"> • 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 • 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/release to train or support £2,500</p>	<p>92% of PP have received 1-1 reading and/or Rapid Reading. 84% of those have made expected progress and 31% made better than expected progress. 42% of PP children are at age related expectations compared to 33% in September. 64% of non-SEND PP children are at age related expectations compared to 56% in December. 14% of PP children and 23% of PP without SEND are working at greater depth.</p> <p>A focus on oracy particularly talking about books and modelling and unpicking vocabulary and language through reading into writing lessons has resulted in improving standards in writing. Senior leaders attended training which they have disseminated this to staff. 74% of those have made expected progress and 35% made better than expected progress. 33% of PP children are at age related expectations compared to 18% in December. 55% of non-SEND PP children are at age related expectations compared to 38% in December. 6% of PP children and 9% of PP without SEND are working at greater depth.</p>
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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 emphasis 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>£1621 5 mornings (5/12) + 5 mornings (6/12) £7191 + £5116</p> <p>(Feb – July) FT 4 days – Rapid Reading £6485 Licence £300</p> <p>(April – May) 5 afternoons = £7990 (May – July) 4 afternoons £6268</p>	<p>Additional Teaching Assistant to support needs of 8 PPG, 50% SEND of whom 2 in Year 4 are working at Year 2 or below. In maths 71% made at least expected progress In reading 86% made at least expected progress In writing 71% made at least expected progress.</p> <p>21 pupils in total on Rapid Reading 10 PPG made a total of 7 years 7 months' progress since February 11 non-PPG made a total of 7 years 8 months. Training on Rapid Reading for KS2 TAs Monitoring shows good practice in place.</p> <p>Additional daily group reading with PPG 4 PPG in Y2 all moved book bands and gained confidence. 2 PPG in Y1 all moved book bands and gained confidence. Training on Guided Reading in-house and by Reading Recovery Teacher for Teaching Assistants. Monitoring shows improved practice with a need for more work on developing subject knowledge and questioning.</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
<p>To improve knowledge of pupils' individual social and emotional needs which affect their learning and improve their readiness to learn.</p> <p>SDP L11</p>	<p>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</p>	<p>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.</p>	<p>SLT and Governors through</p> <ul style="list-style-type: none"> • Attendance at parent consultations, reviews, parent child workshops, performances. • Well-being and readiness to learn of pupils. 	<p>Cost of release to visit schools. Any training or equipment. 50% Parent Link Worker £24,002</p>	<p>Individual meetings with parents piloted summer term. Regular meetings have improved pupils' performance and attitude by regular acknowledgement of weekly achievements by both school and parent. Further families have been identified at pupil progress meetings.</p> <p>75.6% attendance at parents' evenings 5/14 - 36% attendance at PLP reviews</p> <p>Parent link works with 24/36 (67%) of the pupil premium families and has supported parents and pupils, attendance, housing, learning, health and referrals to other agencies.</p>

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 topics	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 £300	1 elected onto School Council 3 elected as House Captains 12/14 (86%) Y4 PP pupils attended residential 5/16 (31%) attended KS2 Football Club 6/20 (30%) children took part in Parish concert All sports events have included pupils eligible for PPG.
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End of Year Progress

Percentage of Expected Progress Y1-4	All	Non PP	PP	PP non SEND
			36	18
Number	91%	93%	84%	89%
Reading	93%	95%	84%	94%
Writing	87%	90%	74%	83%

Percentage of Better Than Expected Y1-4	All	Non PP	PP	PP non SEND
			36	17
Number	39	39	38	39
Reading	28	27	31	22
Writing	35	35	35	44