

Pupil Premium Strategy for 2018-19

Summary information					
School	St Thomas More Catholic First School				
Academic Year	2018-19	Total Pupil Premium budget	£43,560	Date of most recent PP Review	26 April 2018
Total number of pupils	213	Number of pupils eligible for PP	31	Date for next internal review of this strategy	July 2019

Attainment 2018	Pupils eligible for PP (school)		Pupils eligible for PP (national comparator)	
EYFS				
% of pupils achieving GLD	All pupils (41)	73	All pupils	71.5
	FSM (3)	50	FSM	55
	Non FSM (38)	74	Non FSM	73
Phonics Check				
% of pupils meeting the required standard in Year 1	All pupils (44)	48	All pupils	81
	Disadvantaged (8)	38	Disadvantaged	84
	Non-Disadvantaged (36)	56	Non-Disadvantaged	84
% of pupils meeting the required standard in Year 2	All pupils (44)	86	All pupils	91
	Disadvantaged (5)	60	Disadvantaged	
	Non-Disadvantaged (39)	90	Non-Disadvantaged	
Key Stage One				
% achieving at least expected standard in reading	All pupils (44)	80	All pupils	75
	Disadvantaged (5)	40	Disadvantaged	60
	Non-Disadvantaged (39)	85	Non-Disadvantaged	78
% achieving at least expected standard in writing	All pupils (44)	75	All pupils	70
	Disadvantaged (5)	40	Disadvantaged	53
	Non-Disadvantaged (39)	79	Non-Disadvantaged	73
	All pupils (44)	80	All pupils	76

% achieving at least expected standard in maths	Disadvantaged (5)	40	Disadvantaged	61
	Non-Disadvantaged (39)	86	Non-Disadvantaged	79
Attendance 2017	School		National Average	
% of sessions missed due to Overall Absence School	All pupils	4	All pupils	To be published
	FSM	4.33	FSM	To be published
	Non FSM	4	Non FSM	To be published

Attainment 2018-19	Pupils eligible for PP (school)		Pupils eligible for PP (national comparator)	
EYFS				
% of pupils achieving GLD	All pupils (45)	64	All pupils	71.5
	FSM (6)	33	FSM	55
	Non FSM (39)	67	Non FSM	73
Phonics Check				
% of pupils meeting the required standard in Year 1	All pupils (41)	90	All pupils	82
	Disadvantaged (3)	100	Disadvantaged	70
	Non-Disadvantaged (37)	89	Non-Disadvantaged	84
% of pupils meeting the required standard in Year 2	All pupils (46)	83	All pupils	92
	Disadvantaged (11)	73	Disadvantaged	
	Non-Disadvantaged (35)	86	Non-Disadvantaged	
Key Stage One	Pupils eligible for PP (school)		Pupils eligible for PP (national comparator 2018)	
% achieving at least expected standard in reading	All pupils (46)	63	All pupils	75
	Disadvantaged (11)	64	Disadvantaged	60
	Non-Disadvantaged (35)	63	Non-Disadvantaged	78

% achieving at least expected standard in writing	All pupils (46)	37	All pupils	70
	Disadvantaged (11)	18	Disadvantaged	53
	Non-Disadvantaged (35)	43	Non-Disadvantaged	73
% achieving at least expected standard in maths	All pupils (46)	57	All pupils	76
	Disadvantaged (11)	55	Disadvantaged	61
	Non-Disadvantaged (35)	57	Non-Disadvantaged	79
Attendance 2018/2019	School		National Average	
% of sessions missed due to Overall Absence School	All pupils (213)	4%	All pupils	
	FSM (31)	4%	FSM	
	Non FSM (182)	4%	Non FSM	

1. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

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| A. | Pupils enter school with significantly low levels of development in all areas including speech and language. (83% entered below or well-below typical in 2018-19) |
| B. | A significant proportion of SEND children have complex needs. 32% of PP are also SEND |
| C. | The majority of pupils lack self-esteem and independence. 61% of PP |
| D. | There is little evidence of children developing knowledge and skills through life experiences or support out of school. |

External barriers

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| 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

2018-2019

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>Revisit 'Feedback and Marking policy' so that written feedback to pupils is consistently in line with the school's policy and all adults use high quality questioning so that so that all pupils make at least expected progress from their relative starting points.</p>	<p>Feedback – verbal or written. Teacher assessment, self and peer assessment strategies.</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>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>Pupil voice identified that children find feedback in lessons and green arrows used for marking support their learning. All staff have high expectations around basic skills, presentation and spellings, which are addressed during lessons. The level of adult questioning has improved so that all adults engage in developmental feedback during lessons. As a result, 83% or above of pupils have made expected or better progress in reading, writing and maths.</p>

<p>Embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make at least good progress. □ (SDP 2.3)</p>	<p>Oral language approaches include:</p> <ul style="list-style-type: none"> • Read, Write Inc phonics and reading programme implemented. • Guided reading 	<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>Release time to observe/share good practice, monitor and support.</p> <p>Key Staff attend training to disseminate and model for school/whole school training</p>	<p>90% of Year 1 pupils passed the phonics test. 100% of disadvantaged pupils passed the Year 1 phonics</p> <p>83% of Year 2 passed the phonics test 73% Pupil Premium passed the year 2 test.</p> <p>As a result of quality phonics provision pupils reading and writing in Reception and Year 1 improved.</p> <p>EYFS (All)– 68% achieved ELG in reading and 66% in writing. EYFS – (PPG - 6)- 33% achieved ELG in reading and 33% in writing.</p> <p>Year 1 (All) – 87% achieved age related expectations in reading and 66% in writing. Year 1 (PPG - 4) – 75% achieved age related expectations in reading and 50% in writing.</p> <p>Reading has improved so that all groups of pupils are making good progress. Children now express a love of reading and enjoy reading sessions, which has improved children’s vocabulary. As a result 76% (National KS2 SATS 2018 – 78%) of pupils leave Year 4 at age related ready for middle school.</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>Teaching Assistants have clear well defined roles and receive regular and up to date training and support to ensure they are effective in accelerating pupils progress both in class and interventions. (SDP 2.5)</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>Rapid Reading (KS2) (AG) (Autumn 1)</p> <p>Small group read with TA daily (AR AG)</p> <p>KD phonics boost</p> <p>IL reading recovery</p> <p>TAs to observe good practice in RWI in school/other schools</p>	<p>2 children had this. 1 made accelerated progress (2.5) and one has made expected progress (2)</p> <p>8 children have this, 5/8 have made better than expected progress. The remaining 3 are all SEND and have made good progress against their PLP targets.</p> <p>2/4 Y1 disadvantage pupils had support so that 100% passed the phonics test. 4/7 disadvantaged pupils in Year 2 passed the phonics test after interventions. The remaining 3 all improved on previous year's score.</p> <p>4 Year 2 disadvantaged children had reading recovery. All 4 achieved age related in the Year 2 SATs.</p> <p>100% of RWI teaching is good resulting in 90% passing the test.</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>Ensure high quality provision for academic and personal mentoring so that children are well supported to make rapid and sustained improvement in their learning, self-esteem, behaviour and relationships with others.</p> <p>(SDP3.1)</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>Representatives on School Council, Altar Servers, Monitors, Attendance at club/visits and residential visits. Aspirational speakers/vocations linked to curriculum topics.</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>The school places great emphasis on the development of the whole child, the importance of responsibility and service to others.</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>HT and Governors – Proportion of disadvantaged pupils representing the school in a variety of roles. Pupil voice on impact of speakers and future aspirations.</p>	<p>Cover for Teachers to meet with parents</p> <p>Contribution towards residential, speakers or trips for PPG pupils.</p>	<p>Sign in sheets for Mass, awards assembly, workshops (maths, reading, phonics, SATs RSE policy) and parent consultations show that 94% of disadvantaged parents attending at least 1 event at school.</p> <p>77% attended a Mass and/or an assembly. 80% attended parent consultations. 29% attended a workshop or information session.</p> <p>4/12 KS2 disadvantaged pupils were part of the School Council, Eco Council or a Digital Leader.</p>