

Pupil Premium Strategy for 2019-2020

Summary information					
School	St Thomas More Catholic First School				
Academic Year	2019-20	Total Pupil Premium budget	£42,240	Date of most recent PP Review	26 April 2018
Total number of pupils	217	Number of pupils eligible for PP	32	Date of last internal review of this strategy	September 2019

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
	Disadvantaged (6)	33	Disadvantaged	55
	Non-Disadvantaged (39)	67	Non-Disadvantaged	73
Phonics Check				
% of pupils meeting the required standard in Year 1	All pupils (41)	90	All pupils	82
	Disadvantaged (3)	100	Disadvantaged	71
	Non-Disadvantaged (37)	89	Non-Disadvantaged	84
% of pupils meeting the required standard in Year 2	All pupils (46)	83	All pupils	91
	Disadvantaged (11)	73	Disadvantaged	
	Non-Disadvantaged (35)	86	Non-Disadvantaged	
Key Stage One				
% achieving at least expected standard in reading	All pupils (46)	63	All pupils	75
	Disadvantaged (11)	64	Disadvantaged	62
	Non-Disadvantaged (35)	63	Non-Disadvantaged	78
% achieving at least expected standard in writing	All pupils (46)	37	All pupils	69
	Disadvantaged (11)	18	Disadvantaged	55
	Non-Disadvantaged (35)	43	Non-Disadvantaged	73
	All pupils (46)	57	All pupils	76

% achieving at least expected standard in maths	Disadvantaged (11)	55	Disadvantaged	62
	Non-Disadvantaged (35)	57	Non-Disadvantaged	79
Attendance 2018	School		National Average	
% of sessions missed due to Overall Absence School	All pupils (213)	5%	All pupils	4.2
	Disadvantaged (31)	5.55	Disadvantaged	6.3
	Non-Disadvantaged (182)	3.66	Non-Disadvantaged	3.8

Attainment 2019-2020 Predictions	Pupils eligible for PP (school)		Pupils eligible for PP (National comparator)	
EYFS				
% of pupils achieving GLD	All pupils (45)		All pupils	71.5
	Disadvantaged (3)		Disadvantaged	55
	Non-Disadvantaged (42)		Non-Disadvantaged	73
Phonics Check				
% of pupils meeting the required standard in Year 1	All pupils (45)	95	All pupils	82
	Disadvantaged (7)	86	Disadvantaged	70
	Non-Disadvantaged (38)	97	Non-Disadvantaged	84
% of pupils meeting the required standard in Year 2	All pupils (40)	93	All pupils	92
	Disadvantaged (4)	100	Disadvantaged	84
	Non-Disadvantaged (36)	92	Non-Disadvantaged	Not yet available
Key Stage One	Pupils eligible for PP (school)		Pupils eligible for PP (national comparator 2019)	
% achieving at least expected standard in reading	All pupils (45)	90	All pupils	75
	Disadvantaged (4)	75	Disadvantaged	60
	Non-Disadvantaged (41)	83	Non-Disadvantaged	78

% achieving at least expected standard in writing	All pupils (45)	70	All pupils	70
	Disadvantaged (4)	75	Disadvantaged	53
	Non-Disadvantaged (41)	80	Non-Disadvantaged	73
% achieving at least expected standard in maths	All pupils (45)	78	All pupils	76
	Disadvantaged (4)	100	Disadvantaged	61
	Non-Disadvantaged (41)	83	Non-Disadvantaged	79
Attendance 2019-2020	School		National Average	
% of sessions missed due to Overall Absence School	All pupils (217)		All pupils	4.2
	Disadvantaged (32)		Disadvantaged	6.3
	Non-Disadvantaged (185)		Non-Disadvantaged	3.8

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. |
| B. | A significant proportion of SEND children have complex needs, with 50% on the SEND register for speech and language and supported by the Speech and language team. 33% of PP are also SEND. |
| C. | The majority of pupil's lack self-esteem and independence. 100% 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

2019-2020

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>Develop staff knowledge of pedagogy of learning related to language acquisition. (SDP C.3) Pupils gain the age-related skills required to listen, speak and comprehend.</p>	<p>The Speech and Language Team will support staff and pupils to develop quality provision for:</p> <p>Developing listening and attention skills, play and interaction</p> <p>Understanding language, expressive language, speech and literacy</p> <p>We will also use oral language approaches including targeted reading aloud and book discussion with young children;</p> <ul style="list-style-type: none"> • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and 	<p>EEF research shows that overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).</p> <p>Some types of oral language interventions appear to be more effective than others, on average. Interventions which are directly related to text comprehension or problem-solving appear to have greater impact. There is also consistent evidence supporting reading to young children and encouraging them to answer</p>	<p>Adults model good standards of spoken and written English.</p> <p>Pupils are corrected and supported in developing both spoken and written language.</p> <p>Pupils are able to use and understand both common and topic language/vocabulary independently.</p> <p>All of the above through regular learning walks, book trawls and pupil conferencing.</p>	<p>SALT SLA - £5251</p>	<p>Improved reading comprehension evidenced in reading standards and fluency across school.</p> <p>Improved writing standards across school.</p> <p>70% to achieve expected writing with 15% working at greater depth to be in line or above National at the end of Y2.</p> <p>74% of Reception will have GLD.</p> <p>To accelerate learning for middle prior learners so that 78% attain age related expectation in writing in KS2.</p> <p>17% of lower prior attainers (LPA) to achieve National in writing in KS2.</p> <p>82% of Y1 PP to attain National.</p>

	<ul style="list-style-type: none"> the use of purposeful, curriculum-focused, dialogue and interaction. 	<p>questions and to talk about the story with a trained adult. A number of studies show the benefits of trained teaching assistants effectively supporting both oral language skills and reading outcomes.</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>Small group and 1:1 tuition accelerates progress for the pupils who are falling behind their peers.</p> <p>Pupils have the skills they need to reach age related expectations.</p> <p>Pupils' self-confidence and self-esteem are raised.</p>	<p>Small group or 1:1 tuition (including the Foundation Groups) – 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>EEF research shows, overall, small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p>Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>In reading, small group teaching can sometimes be more effective than either one to one or paired tuition. It may be that in these cases reading practice can be efficiently organised so that all the pupils stay fully engaged as each take their turn, such as in Guided Reading.</p>	<p>SLT and SL through learning walks, books, data analysis, pupil voice and professional dialogue with staff.</p>	<p>Small group read with TA daily</p> <p>3 x phonics booster</p> <p>1 TA x 4 days S&L 1:1 / small group Language Link software</p> <p>SN maths</p> <p>Foundation group – language focus for SEND pupils in Y3.</p>	<p>67% of PP pupils will reach the expected standard in reading, writing and maths. The PP pupils with SEND will have made at least the expected progress.</p> <p>75% of pupils will reach the expected standard in reading.</p> <p>69% of KS1 pupils and 78% of KS2 pupils will reach the expected standard in writing.</p> <p>76% of KS1 pupils and 79% of KS2 pupils will reach the expected standard in maths.</p> <p>95% of Y1 will pass the phonics 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>To improve pupils' interaction with others and self-management of emotions.</p>	<p>Universal programmes which generally take place in the classroom;</p> <ul style="list-style-type: none"> Relationships and Sex Education 3 weeks a year. Vocational day. Keeping safe programme with Police, fire services etc. <p>More specialised programmes which are targeted at pupils with particular social or emotional needs:</p> <ul style="list-style-type: none"> Nurture Group Social stories Lego clubs Gross and fine motor skills. 	<p>EEF research shows interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p>	<p>Children will be seen during learning walks, pupil conferencing, during extra-curricular activities and professional discussion. SLT and class teachers/TAs. Ongoing monitoring.</p>	<p>Release for staff to attend CPD and to develop RSE and SMSVC programme across school.</p> <p>Staff hours to run clubs and interventions.</p>	<p>Pupils' participation will increase for example:</p> <ul style="list-style-type: none"> taking part in assemblies and Mass being part of pupil conferencing taking part in class discussions pupils will take part in different groups confidently.