

# Pupil Premium Strategy for 2020-2021

Summary information					
School	St Thomas More Catholic First School				
Academic Year	2020-21	Total Pupil Premium budget	£44,385	Date of most recent PP Review	26 April 2018
Total number of pupils	193	Number of pupils eligible for PP	33	Date of last internal review of this strategy	May 2021

1. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
<b>A.</b>	Pupils enter school with significantly low levels of development in all areas.
<b>B.</b>	A significant proportion of PP pupils (60%) have additional needs (SEND, behaviour, Child Protection, bereavement, DV, anxiety).
<b>C.</b>	The majority of pupils lack self-esteem and independence. 100% of PP.
<b>D.</b>	There is little evidence of pupils developing knowledge and skills through life experiences or support out of school.
<b>E.</b>	The majority of pupils have missed 5 months schooling due to COVID-19.
External barriers	
<b>F.</b>	Parental engagement with school – especially regarding access to supporting learning at home.
<b>G.</b>	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**

**2020-2021**

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><b>Develop whole school understanding of mental well-being and social and emotional learning</b></p>	<ul style="list-style-type: none"> <li>• Whole staff training from Educational Psychologist</li> <li>• Introduction of new RSHE programme Ten:Ten</li> <li>• Children to participate in school groups (School Council, Liturgy Group, Digital Leaders)</li> <li>• 'Well-being days' offering a range of activities</li> <li>• Mental health team established</li> <li>• 1-1 support for PPG pupils</li> <li>• Trauma training 1 staff member</li> <li>• Staff training for mental health from Ed psych</li> </ul>	<p>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. EEF research has found that on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Improvements are more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>SLT CB (RSHE lead) Pupil conferencing Learning walks Staff questionnaires Professional discussions during INSET</p>	<p>Staff time to monitor RSE sessions</p> <p>Staff time to lead school groups</p> <p>Resources and planning time for 'well being days' <b>£605</b></p> <p>Ten:Ten subscription <b>£800</b></p> <p>10 days cover for trauma training <b>(£2000)</b></p>	<p><u>February 2021</u></p> <p><i>The Ten:Ten RSHE programme has been running since September. The monitoring of assessment folders shows that the scheme of work is being implemented by class teachers and that work is of a good standard. The staff survey shows that teachers enjoy teaching RHE and that they feel that it is easy to follow and well-sequenced scheme. Learning walks due to take place in the summer term will provide further evidence of the quality of teaching and learning.</i></p> <p><i>"Try something new" Christmas activity day was a success with pupils and staff. Pupils were happy and excited to be trying new activities.</i></p>

	<ul style="list-style-type: none"> <li>Nurture staff support vulnerable children when not delivering the nurture group (1-1 work with a specific child, bereavement counselling, well-being support and support for anxiety.</li> </ul>			<p>Training for mental health and well-being <b>£1000</b></p> <p>Top up funding for nurture staff- <b>£3000</b></p>	<p><i>Spring 1 “try something new day” scheduled for Friday 12<sup>th</sup> February – Chinese New Year. This is also offered to the pupils who are learning at home so that they can experience the same activities as the pupils at school.</i></p> <p><u>July 2021</u></p> <p><i>Pupil voice showed that the children really enjoyed the Try Something new days. The days in the summer term included an environment day where the children planted trees in the school grounds and a day of many colours learning about mission around the world.</i></p> <p><i>Trauma training was taken by one member of staff who has already used some of the techniques with one of the PP children. Next year the school will be a trauma informed school and this will support the vulnerable children throughout the school many of which are the PP children.</i></p>
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<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Monitoring <i>Who? When? How?</i></b>	<b>Expenditure</b>	<b>Evaluation of Impact</b>

<p><b>Raise the attainment of reading and writing throughout the school.</b></p>	<p>Small group work which includes both wave 1 teaching and interventions. Read Write Inc (RWI) and Talk4Write (T4W) are the ways we teach writing throughout the school. RWI gives the children the phonics basis they need to write in Reception and Key Stage 1. T4W builds on the work of RWI from Year 2 onwards.</p> <p>In KS1 RWI is taught in small ability groups across the Key Stage as part of the wave 1 teaching. Additional interventions take place in the afternoon. In KS2 3 daily RWI groups support children who are not at the expected level for reading and writing.</p> <p>Lexia reading programme (on iPads for all PP, SEND and lowest 20% of Y2 and 3 children)</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>EEF research shows that individual instruction has a positive effect on a pupils' learning. It is based on the idea that all learners have different needs and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective. Some recent studies have found higher impacts. These projects</p>	<p>SLT and SL through learning walks, books, data analysis, pupil voice and professional dialogue with staff.</p>	<p>1 TA for RWI in Year 3 30 mins daily (AR) <b>£1,388</b></p> <p>1 TA for RWI in KS2 30 mins x 2 groups daily (JC) <b>£2,605</b></p> <p>2 TAs for RWI in KS1 3 x 20mins (KD and IL) <b>£1,153</b></p> <p>1 TA for writing intervention in KS1 2x 30 mins (IL) <b>£577</b></p> <p>AHT for English foundation group 5 x 1hour <b>£4,512</b></p> <p>2 TAs (KS2, AG, JC) 3 x 15 mins per week to facilitate Lexia <b>£820</b></p>	<p><u>February 2021</u> <i>Year 3 RWI group- 4/5 pupils moved 2 book levels from yellow to grey by December 2020.</i> <i>The keyworker pupil from this group moved to lime bug club books (3b) during spring 1.</i> <i>2/2 pupils moved 1 book level from blue to grey by December 2020.</i></p> <p><i>3/4 PP Children in Year 1 made good progress according to the data in the Autumn Term. 1 pupil was working at greater depth for reading and 2 of those pupils had made 4 points progress.</i></p> <p><i>5/8 PP children in Year 2 made good progress in reading according to the data in the Autumn Term.</i></p> <p><i>Data shows that 4/8 PP children in Year 2 made expected or better progress in writing in the Autumn Term</i></p> <p><i>Data shows that 5/6 pupils in the Foundation Group made progress in writing in the autumn term.</i></p> <p><i>Lexia has been embedded as part of the intervention programme and more pupils have been added during the lockdown period. The programme data tells us that 100% of pupils who had been using Lexia during the autumn</i></p>
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	<p>NELI (Nuffield Early Language Intervention) groups 3 x weekly in Reception (starting March 2021) in Reception</p> <p>SALT (1:1 tuition) across school.</p>	<p>have tended to employ digital technology to individualise instruction and the use of this might explain the higher impacts. For example, technology may enable more immediate feedback on the individualised tasks.</p>		<p>1 TA (KS1, IL) 4 x 15 mins per week to facilitate Lexia <b>£578</b></p> <p>1 TA 3 days per week for SALT and NELI <b>£9,703</b></p>	<p><i>term had moved up at least one level on the programme.</i></p> <p><i>Lexia is still being used by the identified pupils in school and the password had been sent to the pupils who are working from home.</i></p> <p><u>July 2021</u> <u>Reception</u> <i>Reading and writing end of year data shows that 3/5 (60%) PP children made good or better progress for the amount of time they had been in school. 1/5 (10%) of the children had made accelerated reading in both reading and maths.</i></p> <p><u>KS1 and KS2</u> <i>Reading end of year data shows that 27/28 (96%) PP children made good or better progress during the year, with 23/28(82%) PP children making accelerated progress.</i></p> <p><i>Writing end of year data shows 22/28 (79%) PP children made good or better progress during the year, with 20/28(71%) making accelerated progress.</i></p> <p><u>Lexia</u> <u>KS1</u> <i>9/13 (69%) PP pupils made 2 levels progress over the year.</i></p> <p><u>KS2</u> <i>11/14 (79%) PP children made 3 or more levels progress over the year.</i> <i>100% made 2 levels progress.</i></p>
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					<p><i>We will continue to use Lexia next year and we will be encouraging the children to use it at home too so that it has even greater impact for the children's reading and spelling.</i></p> <p><i>We will continue to monitor the consistency of use and the impact on spelling in children's writing.</i></p>
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<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Monitoring <i>Who? When? How?</i></b>	<b>Expenditure</b>	<b>Evaluation of Impact</b>
<b>To improve pupils' self-esteem and self-efficacy.</b>	<ul style="list-style-type: none"> <li>• After school club based on SEL principles primarily for Pupil premium pupils</li> <li>• There will be a club for KS1 pupils and a separate club for KS2 pupils</li> <li>• The club will focus on children's emotions, resilience, social skills and working together</li> <li>• It will also support children as they</li> </ul>	<p>Social and Emotional Learning refers to the process through which children learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.</p> <p>EEF research shows that there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation</p>	<p>Pupils will be seen during learning walks, pupil conferencing, during extra- curricular activities and professional discussion.</p> <p>SLT and class teachers/TAs</p> <p>Ongoing monitoring</p>	<p>2 Staff to run an after-school club for outdoor adventure activities such as orienteering and activities that encourage pupils to work together (SE/IL) <b>£644 (10 weeks)</b></p>	<p><i>This club started at the beginning of the summer term so will be evaluated in July 2021</i></p> <p><u>July 2021</u></p> <p><i>This club began in the summer term. The club was split into KS1 and KS2 and all PPG pupils were invited to attend. 50% of the children took up a place. The club's main focus was to give the children social skills and self esteem and resilience. The pupil voice showed that it was a complete success. The children said that they enjoyed the activities and</i></p>

	<p>transfer to the next stage of their schooling through transition activities (Year 4 as they transfer to middle school and the other children as they transfer to a new Key Stage or year group</p> <ul style="list-style-type: none"> <li>• Forest school training for 2 TAs</li> </ul> <p>Support throughout the year for vulnerable families from the Parent link teacher. (home visits, food delivery, welfare phone calls, technology distribution)</p>	<p>to physical and mental health, school readiness and academic achievement, crime, employment and income. For example, research in the UK has shown that good social and emotional skills— including self-regulation, self-awareness, and social skills— developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health</p> <p>SEL can have positive impacts on a range of outcomes, including:</p> <ul style="list-style-type: none"> <li>• Improved social and emotional skills</li> <li>• improved academic performance</li> <li>• improved attitudes, behaviour and relationships with peers <ul style="list-style-type: none"> <li>• reduced emotional distress (student depression, anxiety, stress and social withdrawal)</li> <li>• reduced levels of bullying</li> <li>• reduced conduct problems</li> <li>• improved school connection</li> </ul> </li> </ul> <p>Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment</p>		<p>Cost for AHT as the parent link teacher <b>£15,000</b></p>	<p><i>the time spent with the others. Observations show that the children were really engaged and animated during the club.</i></p> <p><i>During the year, the parent link teacher spent a lot of time working with different families especially in lockdown. Food packages were delivered, phone calls were made to families, laptops and technology were distributed to families who were unable to access remote learning otherwise.</i></p>
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