



Pupil premium strategy statement: St Thomas More (Year 2 of 3 planned actions)

1. Summary information					
School	St Thomas More RC Academy				
Academic Year	2019/2020	Total PP budget	£59400	Date of most recent PP Review	Trust Nov 18
Total number of pupils	166	Number of pupils eligible for PP	45 27%	Date for internal review of this strategy	Autumn 19

2. Current attainment (2019 Leavers)		
Pupils	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving scaled score of 100+ in reading, writing and maths	67%	70%
Reading progress score	-0.3	TBC
% achieving scaled score of 100+ in reading	67%	77%
Reading attainment average score	102.3	TBC
Maths progress score	-1.4	TBC
% achieving scaled score of 100+ in maths	81%	81%
Maths attainment average score	101.7	TBC
Writing progress score	-0.8	TBC
% achieving scaled score of expected standard + in writing	83%	83%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low levels of developed language and understanding meanings, restricting achievement in Literacy, PP making lower writing progress, including SPAG (SPAG remains key area) this is also affecting pupils in reaching a greater depth
B.	Basic numeracy skills when pupils enter Foundation are lower for pupils eligible for PP. This slows progress in subsequent years, particularly in reasoning and problem solving
C.	Social, Emotional and Behaviour barriers for a small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress. Fixed term exclusions recent barrier
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance of pupils eligible for PP is usually lower than other pupils. Including persistence absentee. (Improving but remains a barrier to overcome)

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils rapidly closing the gap on all other pupils as they move through the school. Developing a greater grasp of language and applying this in their reading and writing. Measured through regular scrutiny and comparison of national 'other' data. Ensuring more pupils develop a knowledge to support in working at a greater depth. Most pupils leave school with a sound understanding/level of skill in KS2 SPAG.	KS1 data compared to FS shows rapid progress in diminishing the difference. Has done in 2019 – now needs to sustain this Ensure PP pupil who achieve the phonic in year 1 achieve year 2 reading standard. No difference by end of KS2 at expected and at greater depth. (Greater depth particular focus) SPAG data which is inline or diminishing the difference with national
B.	Sustained Improved outcomes in Maths at the end of FS and KS1, working on closing gaps early to ensure KS2 does not have to work on filling gaps. (Not yet truly reflected at the end of KS2) Pupils leaving primary education confident in mathematics including the ability to reason and problem solve.	End of FS closing gaps of PP from data on entry. (Making progress but not seen in attainment) KS1 little difference between PP and 'all others' Pupils continue to meet national 'other' at the end of KS2 with an increasing percentage achieving greater depth.
C.	Improved outcomes for pupils as more support and intervention is provided to meet their individual social, emotional and behaviour needs. Monitoring of 'incidents' including pupil and staff voice and assessment to inform case studies/impact. If successful, more PP pupils could be targeted greater depth. (Further see progress in this area through improvements academically for this pupils) Reduction in PP fixed term exclusions.	Rapid progress in core areas for pupils benefiting from tailored provision. Where provision is right making rapid progress. Pupils demonstrating improved attitudes to learning and a readiness to learn. Increase in percentage of vulnerable pupils achieving expected and greater depth. PP exclusion data no higher than all other pupils (other strategies in place of exclusions)
D.	Attendance of pupils eligible for PP diminishing the difference with other pupils. Measured through regular tracking, individual pupil case studies and SLT lead meetings. Reduction in numbers of PA PP pupils.	Attendance of PP is, at least, in line with all others but also targeting a minimum of 96% and significant reductions in PA. (Part of 3 year plan, improvements seen in Year 1))

5. Planned expenditure					
Academic year		2019/2020			
The three headings below enable schools to demonstrate how they are 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 & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A) PP pupils developing a greater grasp of language and applying this in their reading and writing, thus diminishing the difference. Increase in PP greater depth at end of KS2	Specific staff training in writing and use of language and engagement of specific learners to support approaches in the classroom. Focused around vocabulary and skills to support SPAG development	School data show that PP pupils still have some differences, particularly at the end of FS and particularly in SPAG at the end of KS2. School monitoring reflects less evidence of rapid pupil progress in pupil writing books. Talk for writing implementation to continue – EFF research Vocab?? Found that there was indicative evidence to support the use of imitation and innovation.	Specific training provided by leaders. Effective tracking and monitoring. Specific vocab and SPAG training. Literacy lead to monitor impact, specifically measuring impact on PP pupils. Quality robust monitoring and feedback cycle to target specific improvements. Holding staff responsible to account – high challenge/high support	SLT and Class teachers	Regularly at SLT, end of term or when it s decided it is needed
A, B + C) Early intervention resulting in less 'gap filling in KS2. Starting to diminish the difference in Early Years with rapid progress.	Additional adults within the foundation stage unit to focus specifically on vulnerable pupil needs. Focusing primarily on entry settle and developing social emotional and communication skills. Later spending additional 1:1 time on intervention. Extend where possible into KS1	Smaller group approach, additional staff to meet individual needs of pupils shown to have greater impact in other parts of school. Now dedication of this approach needs to be seen at the earliest point of pupils schooling. Worked well early but, approach to extend further into other parts of school.	Early identification through base line. Identifying next steps. Phase leader/SLT monitoring impact of larger staff team. Regular specific PP progress reflections.	JE/GS/EC All FS staff	December 2019
B) Increase pupils reaching expected and greater depth in Maths, at the end of each key stage, addressing gaps	Participation and dissemination of mastery maths program. Implementation of 'Same Day Intervention' to identify any respond to misconceptions/mistakes. Review SDI and the impact on greater depth, implement any required changes to approach	Pupils, some higher ability, eligible for PP are making less progress than other pupils across Key Stage 2 in Maths. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train teachers in practices to provide stretch and work in context for these pupils	Quality frequent training, monitoring and feedback. Needs to be refined to look more closely at greater depth. Rigorous monitoring which identifies target groups and provides clear specific ways forward which are quickly reviewed to check for impact.	GS/phase leaders	Constantly but also formally through termly data collection/pupil progress meetings. Look at pupil voice monitoring – levels of challenge
Total budgeted cost					10,080

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A,B) To increase the percentage of pupils with low prior attainment achieving age related expectations in reading, writing and maths.</p> <p>To increase the percentage of pupils with medium prior attainment exceeding age related expectations in reading, writing and maths.</p> <p>A) The majority of pupils eligible for PP make more than expected progress in reading and writing</p>	<p>Personalised intervention programmes (one-to-one and small group) finely tuned in order to meet individual needs. Continue from first year as impacting positively on lower prior attainment</p> <p>Where possible or needed teachers delivering (AHT to support) the intervention – including leaders in school. Must be greater depth focused.</p> <p>Additional regular one-to-one/small groups delivered weekly by experienced teaching assistant. (Second year to look at mostly teacher delivery to enhance PP progress – particularly at KS2)</p>	<p>Regular quality interventions have an impact on the ongoing development of a child's reading, writing and maths skills and by enhancing work completed in class (outside of lesson time – where possible)</p> <p>Teacher communicating regularly to address specific misconceptions/mistakes and targets for individuals has shown in the past the greatest form of progress. Focus needed at KS2 comb GD.</p> <p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>Effective tracking and monitoring. Half-termly progress meetings. KS coordinators and class teachers monitor the impact of interventions. Interventions are adapted when necessary.</p> <p>Monitoring and feedback by SENDCo also. Feedback at SLT</p>	SLT Class teachers	Termly – linked to changes in staffing to support
Total budgeted cost					£15138
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C) Attendance of pupils eligible for PP is in line with other pupils.	Dedicated Attendance team, led by assistant head. Team to involve close tracking /monitoring of PP pupils. Meeting to refine strategies, collecting pupils and tight admin procedures. Wellbeing support. (New policy impacting positively – must	<p>Previous data still identifies differences between PP and all others. Starting this approach in 2017 2018 and started to diminish the difference from the previous year – approach must continue but with further leadership time dedicated.</p> <p>Continue to be an improving picture 18/19 but difference is not yet diminished.</p>	<p>Assistant head leadership of team, meeting regularly. HOS to observe meeting and review AHOS data analysis.</p> <p>Regular reporting and review at Trust level.</p> <p>SIP priority – to remain</p>	GS	December 2019

	continue)				
C) Improved outcomes for pupils as more support and intervention is provided to meet their individual social, emotional and behaviour needs	Implementation of additional work space for those pupils who find it difficult to access everyday classroom life. Focusing on learning and support with emotional needs to allow for some transitioning.	The EEF Toolkit suggests that “Social and Emotional learning have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months’ additional progress on average).”	Staff trained to support with specific pupil needs. SENCo to lead the provision. Change to provision for second year. Some pupils to access additional mainstream classroom. TAs to support 1:2. Ensure identification of ‘affected’ pupils timely and reviewed with appropriate members of the SLT. Use specialist agencies to engage with children and parents where appropriate.	RH JE/GS support	After first few weeks Then termly or more frequently if anything suggests it should be.
C) Improved outcomes for pupils as more support and intervention is provided to meet their individual social, emotional and behaviour needs (Significant stride seen across school in this area – provision to continues to specially support individuals)	Specific individual or small group work with EWB/Specific TAs. Implementing check in circles, emotional support group work and coordinating work with outside agencies.	As research suggests above. In previous years this has enabled pupils to stay on task in classrooms as they are able to have time on their own to discuss worries or seek the help they require. This has resulted positively on outcomes at the end of Ks2 (See LM case study)	Regular training relevant to the role. – Further in second year, specially TAs Monitoring of provision provided and levels of mainstream class time reviewed. Ensure commination between EWB, parents and teachers (and pupil were possible) is regular and informs work undertaken.	SLT/LB/RH/ SP	Ongoing Further reviews of paperwork/evidence of this work.
Total budgeted cost					£34,182

6. Review of expenditure

Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost