



Pupil premium strategy statement: St Thomas More VC Academy (3 Year Rolling Plan)

1. Summary information					
School	St Thomas More RC Academy				
Academic Year	2020/2021	Total PP budget	£61,870	Date of most recent PP Review	Trust Nov 18
Total number of pupils	165	Number of pupils eligible for PP	46 28%	Date for internal review of this strategy	Autumn 20

2. Current attainment (2019 Leavers – Due to COVID Impact)	
Pupils	<i>Pupils eligible for PP (your school)</i>
% achieving scaled score of 100+ in reading, writing and maths	67%
Reading progress score	-0.3
% achieving scaled score of 100+ in reading	67%
Reading attainment average score	102.3
Maths progress score	-1.4
% achieving scaled score of 100+ in maths	81%
Maths attainment average score	101.7
Writing progress score	-0.8
% achieving scaled score of expected standard + in writing	83%

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

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 (issues which also require action outside school, such as low attendance rates)

D.	Attendance of pupils eligible for PP is usually lower than other pupils. Including persistence absentee. (Improving but remains a barrier to overcome)
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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 and Year 2 prior to School Closure)

5. Planned expenditure

Academic year

2020/2021

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 Talk for Writing 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. B) Increase pupils reaching expected and greater depth in Maths, at the end of each key stage, addressing gaps	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 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 Actions implemented to support more challenge for all in maths lessons	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. 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	Early identification through base line. Identifying next steps. Phase leader/SLT monitoring impact of larger staff team. Regular specific PP progress reflections. 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. Support for staff to understand and use manipulatives and models well to support a depth of knowledge for all pupils.	GS/EC/AS All FS staff GS/phase leaders	December 2019 Constantly but also formally through termly data collection/pupil progress meetings. Look at pupil voice monitoring – levels of challenge
Total budgeted cost					

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> <p>Training to upskill support staff to deliver high quality interventions, reviewing progress and impact of sessions.</p>	<p>SLT Class teachers</p>	<p>Termly – linked to changes in staffing to support</p>
Total budgeted cost					
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?
<p>C) Attendance of pupils eligible for PP is in line with other pupils.</p>	<p>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.</p>	<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>	<p>GS</p>	<p>December 2019</p>

	(New policy impacting positively – must continue) Support for pupils and their families including Breakfast Club and Travel subsidies.				
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					

6. Review of expenditure

Academic Year		2019 – 2020 (COVID Restrictions)		
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
<p>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</p> <p>Early intervention resulting in less 'gap filling in KS2. Starting to diminish the difference in Early Years with rapid progress.</p> <p>Increase pupils reaching expected and greater depth in Maths, at the end of each key stage, addressing gaps</p>	<p>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</p> <p>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</p> <p>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 Actions implemented to support more challenge for all in maths lessons</p>	<p>Staff have been supported to develop skills and deliver T4W more effectively. Ongoing monitoring has taken place with next steps identified and support given to improve delivery. EYFS developed small group work to support children joining the school with early language barriers. Progress from low starting points evident.</p> <p>Staffing within the FSU increased to support the needs of pupils within the unit. Staff able to work 1:1 with pupils and take small groups interventions.</p> <p>Same Day Intervention has become a fluid part of the teaching journey with staff identifying pupils needing extra support or pre-teaching before the next lesson.</p>	<p>Small group work with specific intervention spaces and adult support to continue in EYFS to support pupils needing tailored interventions.</p> <p>Staffing supported pupils within the unit and developed the provision within the unit, this is something that will be used going forward and look to support pupils in Year 1.</p> <p>Next steps within maths to further develop the mastery maths approach to ensure all pupils are accessing the curriculum together and are able to receive challenge and support with SDI when needed.</p>	<p>£10,000</p> <p>(Increased staffing to support interventions for pupils through wages / Release for CPD)</p>

ii. Targeted support				
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
<p>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>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>Personalised intervention Groups delivered to meet the needs of specific children in small groups with support of AHoS, delivered by experienced Tas.</p> <p>Small group interventions started to work with children particularly focusing on moving pupils from within the standard to a GDS with HoS/AHoS.</p>	<p>Due to COVID 19, the impact of small groups was hard to measure. This will be in the actions for current academic year.</p>	£15000

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
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.	The team meets regularly with a focus on being proactive and supporting families attend well at school. The attendance of pupils continues to move inline with that of non-disadvantaged pupils.	Specific resources need to be made available to support families including subsidies to services to ensure good attendance.	£34,200
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.	Through the wellbeing team work pupils needs are identified and decisions made to best suit the needs of the pupils. Work has been developed and delivered by a range of staff under the direction of the SL.	SL continues to work closely with SENDCo and WB Lead to develop interventions and teaching and learning to support the needs of the individual and the school.	
Improved outcomes for pupils as more support and intervention is provided to meet their individual social, emotional and behaviour needs	Specific individual or small group work with EWB/Specific TAs. Implementing check in circles, emotional support group work and coordinating work with outside agencies.	Work with groups was started to build children's individual social, emotional and behaviour needs. Behaviour culture of the school continues to improve.	Knowing the individual needs of children and their families and working closely with the families has supported	

7. Review of expenditure

Academic Year

2018 2019

iv. 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
<p>A) PP pupils developing a greater grasp of language and applying this in their reading and writing, thus diminishing the difference.</p>	<p>Specific staff training in writing and use of language and engagement of specific learners to support approaches in the classroom.</p>	<p>Talk for writing training impacted positively on all pupils – seeing an increase in writing for all pupils in EYFS compared with previous years – 79%</p> <p>EYFS: Progress of Dis pupils in EYFS observed from starting points. Although gap of 35% remained from 'all others' In reading gap reduced to 15%. 75% of dis pupils achieved the expected standard</p> <p>Pupils in KS1 demonstrated sound grasp of language to support R and W and achieved above 'all others' nationally, therefore diminishing the difference.</p> <p>KS2 comb diminished the difference with 'all others' nationally. Above also in R and W</p>	<p>GLD for PP below all others national and national average for PP. EYFS remains target for early intervention – staff training to remain priority.</p> <p>Although KS2 expected was strong no PP pupils achieved GD standard in any subject.</p> <p>Training will continue to support, particularly in FS and depth of vocabulary for KS2</p>	<p>£2000</p>
<p>A, B + C) Early intervention resulting in less 'gap filling in KS2. Starting to diminish the difference in Early Years with rapid progress.</p> <p>B) Increase pupils reaching expected and greater depth in Maths at the end of each key stage, addressing gaps</p>	<p>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.</p> <p>Participation and dissemination of mastery maths program. Implementation of 'Same Day Intervention' to identify any respond to misconceptions/mistakes.</p>	<p>Pupil settled quicker and benefitted hugely from emotional and social support.</p> <p>Attainment of cohort much improved. 80%. PP attainment low however progress was strong.</p> <p>Observations observed specific tailored provision for PP pupils which including the effective use of 1:1 provision</p> <p>Monitoring across school show strong practice of mastery and SDI. PP pupils benefit from additional adult time in SDI. Increase seen in PP Maths attainment in EYFS. Maths at KS1 in line with national. More PP pupils achieving GD compared with all others.KS2 in line with all other and above national at expected. No PP greater depth KS2 pupils.</p>	<p>Would provide additional support again to aid early intervention as notable progress in a range of areas.</p> <p>To continue with approach, revisit with maths coordinator to look at selection of pupils and the need for additional greater depth SDI.</p>	<p>£15,000</p> <p>£1000</p>

v. Targeted support				
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
<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.</p> <p>Where possible or needed teachers delivering the intervention – including leaders in school.</p> <p>Additional regular one-to-one/small groups delivered weekly by experienced teaching assistant.</p>	<p>Successfully at the end of KS1. Writing and Reading pupils are above all others nationally, maths slightly below all other. All three subjects above national disadvantage.</p> <p>KS2 comb figure matches all others national – 67%. Writing and Maths above ‘all others’ nationally. Reading above disadvantaged national.</p> <p>No PP pupils achieve greater depth in any subject.</p> <p>Progress of PP close to national: R-0.3, W - 0.8. However, Maths progress did not see same result. Review of implementation evidence impact however not enough to ensure + progress for PP</p>	<p>Low prior attainment worked well, however, further attention needed to achieve greater depth.</p> <p>Approach will continue with adapted provision.</p> <p>Needs to be a focus on all three subjects.</p>	<p>£20000 (More spent with use of SLT time)</p>
vi. 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
<p>C) Attendance of pupils eligible for PP is in line with other pupils.</p>	<p>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.</p>	<p>AHT closely monitored throughout the year and implemented actions where needed which led to</p> <p>Individual success stories – see example case study.</p>	<p>To continue as although improving not where SLT want it to be to successfully impact of pupil achievement.</p>	<p>£50,000 – over spend – use of wider budge and SEND funding to support.</p>
<p>C) Improved outcomes for pupils as more support and intervention is provided to meet their individual social, emotional and behaviour needs</p>	<p>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.</p>	<p>Hub provision proved hugely beneficial for all pupils who accessed it. Teacher was implemented for part of the year to enhance this provision.</p> <p>Progress in social emotional outbursts and more impact made in achievement. See Hub/SEND monitoring, including case studies.</p>	<p>Would use again but try to integrate more of this learning within the classroom to enable further progress.</p>	

<p>C) Improved outcomes for pupils as more support and intervention is provided to meet their individual social, emotional and behaviour needs</p>	<p>Specific individual or small group work with EWB/Specific TAs. Implementing check in circles, emotional support group work and coordinating work with outside agencies.</p>	<p>Successful work completed to support pupils in this area both with school staff and wider support. Pupils prove more ready to access learning. Solid relationships built and development of skills for pupils. See case study.</p>	<p>Would use again, possibly increasing and using more staff. Pupil voice should be used more to evidence impact.</p>	
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