

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Thomas of Canterbury RC Primary School
Number of pupils in school	511
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 (2021 – 2024)
Date this statement was published	26 th November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	David Deane OBE
Pupil premium lead	David Deane OBE
Governor / Trustee lead	Jane Whelan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£251,100
Recovery premium funding allocation this academic year	£13,196
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£264,296

Part A: Pupil premium strategy plan

Statement of intent

At St. Thomas of Canterbury RC Primary, we believe that each child is made in the image and likeness of God, and given a special mission to be a “change-maker” in the world, whether this be in their own family, their local community or wider world.

As such, we aim to support all children in developing the values, skills, knowledge and understanding to enable them to fulfil their God-given role. Where children are from disadvantaged backgrounds, it is vital to ensure that the provision we put in place also helps to fully address any barriers to learning that they encounter due to their home circumstances.

In order to do this, it is important that children from disadvantaged backgrounds receive carefully targeted support based on a secure knowledge and understanding of the barriers to learning they face. At St. Thomas of Canterbury we always aim to identify these barriers at the earliest possible point and immediately put in place highly effective support programmes based on research from the Education Endowment Fund and others. These programmes are regularly reviewed in order to ensure that they are having the best outcomes for all children, including the non-disadvantaged.

Adjustments are made “in year” as required.

Our Pupil Premium strategy dovetails seamlessly with our overall curriculum intent and should be understood within this context. Whole school curriculum intent has three aims; all children to become fluent readers, all children including SEND and disadvantaged to succeed through an inclusive curriculum offer and all to develop a life- long love of learning inspired by our curriculum.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

The barriers to learning set out below reflect some deep -seated socio-economic issues which do not lend themselves to “quick fixes”. For example, a low level of cultural capital or highly limited vocabulary cannot be “fixed” with one intervention alone.

Therefore our strategy aims to use our pupil premium money to “bear down” on these barriers consistently over a number of years as a longer term investment in the academic future of our children.

Barriers to learning

A, Narrow experience of life outside school – low cultural capital

B, Poor early speech and language development

C, Speaking, reading and writing problems reflecting English as a second language.

D, Very low baseline attainment on entry into Nursery across all areas of learning, but especially social, emotional and personal development and communication.

E, Parental disengagement / low aspirations/ misplaced ideas around ways of learning
 F, Limited access to high quality reading materials outside school
 G, Attendance and punctuality issues
 H, Safeguarding and emotional barriers
 I, Children with Special Needs whose learning issues are compounded by some of the above

At St. Thomas of Canterbury, we have found that these factors contribute significantly to children not learning to read easily or quickly and that disadvantaged children need to build resilience in learning and a self-belief and self-confidence that learning is something in which they can succeed. Our Pupil Premium spending is heavily directed at such intervention programmes.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Narrow experience of life outside school – low cultural capital
2	Poor early speech and language development
3	Speaking, reading and writing problems reflecting English as a second language.
4	Very low baseline attainment on entry into Nursery across all areas of learning, but especially social, emotional and personal development and communication.
5	Parental disengagement / low aspirations/ misplaced ideas around ways of learning
6	Limited access to high quality reading materials outside school
7	Attendance and punctuality issues
8	Safeguarding and emotional barriers
9	Children with Special Needs whose learning issues are compounded by some of the above

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1,Broaden children’s understanding of the best that has been thought, written and said and thus build cultural capital.	Disadvantaged pupils leave our primary school with outcomes above National Average in KS2 English and Maths examinations, well equipped to meet the challenges of High School
2,Children demonstrate improved oral speech	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
3,Disadvantaged pupils with English as an Additional Language (EAL) demonstrate improved outcomes in speaking, reading and writing	Year 1 phonics screening check, end of Key Stage 1 and 2 outcomes for reading, writing and maths above National Average.
4,Children in Early Years demonstrate improved social, emotional and communication development	Ongoing formative assessments, observations and more formal assessments of impact of interventions demonstrate a rapid and sustained improvement in pupil well -being and communication skills
5,Parents much better informed and more confident about how to support their children’s educational development	Qualitative feedback from parents combined with improved outcomes at all Key Stages in reading, writing and maths .
6,More books and electronic reading resources available in the family home	Year 1 phonics screening check outcomes to be consistently 90%+
7,To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	School’s overall attendance to be above National Average and the attendance of disadvantaged pupils to be at least as good as non-disadvantaged pupils.
8,To keep all pupils safe and well and motivated to make the most of their primary school education	Safeguarding records demonstrate highly effective multi-agency working to keep children safe.
9,To achieve and sustain improved outcomes for pupils with Special Educational Needs (SEND)	Pupils with SEND to achieve outcomes above their national counterparts in end of Key Stage 1 and 2 examinations. Those SEND pupils with very high needs to meet ambitious learning goals set out in Educational Health Care Plans (EHCP)

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Little Wandle Letters and Sounds Revised DFE validated Synthetic Phonics Programme (SSP) to secure stronger phonics teaching for all pupils.	Phonics approaches have strong evidential base that indicates a positive impact on accuracy of word reading, particularly for disadvantaged pupils Phonics – toolkit strand - EEF	2,3,4,5,6
Provide a minimum of 6 hours training for all staff in implementation of new SSP to ensure fidelity and consistency	As above	2,3,4,5,6,
Further deepen teacher subject knowledge in a prioritised number of foundation subjects to support pupil learning across the curriculum	Improved teacher subject knowledge a key determinant on improved pupil outcomes	1.3.4
Embed through training dialogic activities across the curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	Strong evidence that a high quality language rich classroom environment, especially in the Early Years can improve spoken language EEF – Oral language	2,3,4
Improve the quality of social and emotional learning through further training for staff to embed these in routine education practice – especially in Early Years	Extensive evidence associating childhood social and emotional skills with improved outcomes EEF – social and emotional outcomes strand	4.8.9
Further enhancement of maths curriculum planning and teaching in line with DFE/EEF guidance -	DFE/EEF non –statutory guidance produced in conjunction with National Centre for Excellence in teaching maths	1.3.5.

fund release time to embed key elements of guidance in school	- Draws on evidence based approaches , including maths mastery	
Recruit additional staff to improve outcomes in spoken language, phonics, early reading and to inspire a love of reading as follows; Higher than normal ratio of staff in Early Years to support language development Additional Speech and Language therapist time. Part time librarian		2,3,4,5,6

Targeted academic support

Budgeted cost: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Organise and resource a regular extension to school day on Mondays for all pupils.– “ Catch up Mondays” to give more time for pupils to recover lost learning.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind One to one tuition –EEF Small group tuition- EEF	1,2,3,6,9
SENCO to use specialist assessment/diagnostic tools to ascertain the exact nature of learning difficulties with individuals and work with others to produce programmes of work to address these issues	One to one tuition EEF Small group tuition EEF	9
Plan and resource additional phonics sessions targeted at disadvantaged pupils who need further support.	Phonics toolkit EEF	2,3,6,
Engage with the National Tutoring Programme to provide a school led tutoring for pupils education has been most impacted by the pandemic, many of whom will be disadvantaged – focus on reading and phonics	One to one tuition EEF Small group tuition EEF Phonics toolkit EEF	2,3,9
Plan, resource and deliver a carefully selected range of	One to one tuition EEF Small group tuition EEF	2,3,4,6,9

intervention programmes , especially focused on early language development, phonics and early reading - including reading recovery, WELLCOMM, TALC		
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Wider strategies

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Broaden further enrichment opportunities, including as part of “catch up Mondays” and other extra-curricular offer to enhance cultural capital	Enrichment opportunities, including extra-curricular can positively contribute to widening children’s cultural, social, spiritual and moral education. Widening their frame of reference.	1
Improve attendance with intensive work by Attendance Officer/Family support worker – to improve outcomes for disadvantaged pupils	Attendance toolkit EEF	7,8
Subsidise/make free school trips and extra –curricular clubs to improve cultural capital of disadvantaged	Enrichment opportunities, including extra-curricular can positively contribute to widening children’s cultural, social, spiritual and moral education. Widening their frame of reference.	1
Lease school mini –bus - facilitates school trips/cultural experiences etc	Enrichment opportunities, including extra-curricular can positively contribute to widening children’s cultural, social, spiritual and moral education. Widening their frame of reference.	1

Total budgeted cost: £ 265,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Circumstances surrounding this year's evaluation of the impact our Pupil Premium grant spending has had upon the progress of our disadvantaged pupils are unique.

The COVID pandemic has meant school has been unexpectedly closed twice – between March 2020 until 8th June 2020 (closed until September for some year groups) and then again from 1st January 2021 until 8th March 2021. Only a relatively small number of key worker pupils were in school continuously. All other pupils were provided with high quality remote learning.

The UK Government took the difficult decision to cancel all primary national assessments for summer 2020 including the cancellation of Year 6 and Year 2 SATs, EYFS end of Reception assessments, Year 1 phonics screening check and Year 4 Multiplication check.

As our published Pupil Premium strategy states, key barriers to learning include ;

A, Narrow experience of life outside school

B, Poor early speech and language development

C, Speaking, reading and writing problems reflecting English as a second language for many

D, Very low baseline attainment on entry into Nursery across all areas of learning, but especially social, emotional and personal development and communication.

Early Years Outcomes - WELLCOMM programme assessments

As so many children enter nursery with communication/speech and language difficulties, school uses an intervention called WELLCOMM to assess and improve children's comprehension of language and use of expressive language.

WELLCOMM programme has been used across both Nursery and Reception classes in 2020-2021 – a total of 120 children. Their overall progress between Sept 2020 (on entry) and July 2021 progress is set out below:

WELLCOMM ASESSMENTS 2020-2021		
	% of children working at their age related expectation – comprehension and expressive language	% of children working significantly below their age related expectation (plus 12 months)
Full Early Years Cohort Sept' 2020	31%	23%
Full Early Years Cohort July 2021	64%	6%
Pupil Premium pupils only Sept ' 2020	26%	23%
Pupil Premium pupils only Sept ' 2021	65%	6%

- Progress of pupil premium children towards aged related expectations is better (39% improvement) compared to their non FSM counterparts (33% improved). Pupil Premium children in our Early Years are closing the attainment gap.
- Those pupil premium children who started the school year significantly behind age related expectations are improving at the same rate as their non-disadvantaged counterparts
- Overall, data suggests a very positive impact on the rates of progress for disadvantaged pupils in the Early Years

Key Stage 1 progress- Phonics Screening check

Year 2 children completed the Year 1 phonics screening check they had missed in the Autumn Term of 2020. There excellent results considering the time they have missed at school are set out below. NB – the national comparator figure used is for 2019 (the only one available). The real comparator figure- National outcomes for December 2020 have not yet been published.

Year 1 Phonics Screening check results			
National pass rate Summer 2019	St. Thomas of Canterbury School Pass rate December 2020	National pass rate Summer 2019 (Disadvantaged only)	St. Thomas of Canterbury School pass rate December 2020 (Disadvantaged only)
84%	86%	71%	81%
	(NB this rises to 89% when we exclude those high level SEND pupils with an EHCP)		

Despite the school closures, all children @ St. Thomas of Canterbury RC Primary performed above their national counterparts in December 2020 when using 2019 national data as a comparator

Disadvantaged children at St Thomas of Canterbury did better than national disadvantaged children in the phonics screening check.

Monitoring activities – September 2020 to July 2021

- Notwithstanding the pandemic, school has continued to monitor the quality of the curriculum and it's implementation. Whilst the usual monitoring schedule has necessarily been re-modelled to ensure monitoring can be completed safely given the limitations around class bubbles and the school's Risk Assessment, nevertheless extensive monitoring has continued.
- These monitoring activities have included Book Scrutiny, Pupil Interview, Teacher interview, planning scrutiny and lesson visits
- Perhaps most informative and relevant here is the regular Book Scrutiny of pupils English and Maths books that takes place every half term with teachers present to discuss pupils progress as demonstrated by their books. Subject leaders always select the group of pupils to be monitored and this always includes a significant number of disadvantaged pupils.
- **There is clear evidence from these regular English and maths book scrutiny that disadvantaged pupils make at least as good progress as their non – disadvantaged counterparts and often make more progress.**

Reading Recovery intervention

A small number of children, often with SEND or late arrivals into school can enter Year 2 below their chronological reading age. School leaders invest significant sums of Pupil Premium grant funding to employ 1 full time to address this concern. Despite the disruption caused by school closures, school leaders have made every effort to keep this programme on track. During the second lockdown, those pupils on the RR programme were invited to attend school each day for about one hour to maintain their progress through this intervention.

Outcomes, are set out below to demonstrate the outstanding impact of this programme:

Impact of reading Recovery for selected Year 2 pupils 2020-2021

	Sep-2020			July 2021			Pupil Premium	From start of RR (Reading)	From AA Reading	From Start of RR (Comp)	From AA (Comp)
	Actual Age	Reading Age	Comprehension Age	AA	RA	CA					
Pupil A	6y 3m	6y11m	6y 0m	7y 3m	7y 9m	8y 9m	No	+ 10m	+ 6m	+ 2y 9m	+ 1y 6m
Pupil B		5y	5y 6m	4m	9m	9m	No	+ 2y 9m	+ 5m	+ 3y 3m	+ 1y 5m
Pupil C	6y 3m	Below	7y 3m	7y 3m	5y 11m	7y 0m	No	+ 1y 11m	- 1y 4m	- 3m	- 3m
Pupil D	6y 3m	Below	6y 0m	7y 3m	5y 11m	7y 3m	No	+ 1y 11m	- 1y 4m	+ 1y 3m	Same
Pupil E	6y 2m	4.5y	5y 11m	7y 2m	5y 2m	5y 10m	Yes	+ 1y 2m	- 2y	- 1m	- 1y 4m
Pupil F	7y 6m	4.5y	-	8y 6m	6y 8m	7y 0m	Yes	+2y 8m	10m	+ 3y	- 1y 6m
Pupil G	7y 7m	7y 0m	7y 4m	8y 7m	9y 1m	9y 8m	Yes	+ 2y 1m	+ 6m	+ 2y 4m	+ 1y 1m
Pupil H	7y 6m	7y 0m	7y 4m	9y 2m	8y 8m	9y 11m	No	+ 1y 8m	- 6m	+ 2y 7m	+ 9m
Pupil I	9y 8m	Below	-	10y 8m	9y 10m	9y 11m	Yes	+ 5y 10m	- 10m	+ 5y 11m	- 9m
	Sep-20			Mar-21			Pupil Premium				
	Actual Age	Reading Age	Comprehension Age	AA	RA	CA					
Pupil J	6y 5m	Below	5y 1m	6y 11m	9y 1m	9y 4m	Yes	+ 5y 1m	+ 2y 2m	+ 4y 3m	+ 2y 5m
Pupil K		4y 9m	5y 6m	7y 6m	8y 1m	8y 2m	No	+ 4y 4m	+ 7m	+ 2y 8m	+ 8m

- Pupil's I and J (both Pupil Premium) improved their reading ages by over 5 years

- Although all pupils made progress, those on Pupil Premium on average did better overall than their more affluent counterparts (Pupil Premium children improved their reading age by 3.22 years in comparison with 2.02 years for those not on Pupil Premium)