

St Thomas Becket Catholic Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Becket Catholic Primary School
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	3 Years 21-22, 22-23, 23-24
Date this statement was published	13/11/23
Date on which it will be reviewed	September 2024
Statement authorised by	Diarmuid Skehan
Pupil premium lead	Anne Harper
Governor / Trustee lead	Mark Humphreys

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	83,359
Recovery premium funding allocation this academic year	10,005
Pupil premium funding carried forward from previous years	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	93,364

Part A: Pupil premium strategy plan

Statement of intent

Our main goals are to ensure that Pupil Premium children's achievements are in line with their non-pupil premium peers. This year our main priorities focus on the following areas:

- 1 Improve oral language skills and increase children's progress in reading for pupils eligible for PPG.
- 2 Improve personal, social and emotional skills for PP children who have been adversely affected by lockdowns.
- 3 Improve academic attainment for PP children impacted by 2020 and 2021 lockdowns.
- 4 Increase accessibility to enrichment experiences for pupils eligible for PPG.
- 5 Improve capacity of disadvantaged pupils to access learning at home .

Our Pupil Premium plan works to achieving these objectives in the following ways:

1

- Whole school focus on reading and use of vocabulary within lessons. This includes professional development training for all staff within the school. Focus on developing access to high quality literature/ story time to develop spoken language.
- Purchase of high quality literature – update class book corners to ensure access to high quality literature.
- Professional development for EYFS staff on early Language development.
- Phonics provision interventions in place for children who are not at age related expectations.
- Focused EYFS interventions to narrow the gap between PPG children and their peers in this area.
- Speech therapist employed for one day per week with additional teacher to support delivery of speech and language targets.

2

- Implementation of the RSHE curriculum across the school, including training for staff.
- Social and emotional interventions led by the school counsellor and ELSA and nurture further developed
- Development of outdoor play areas/ playtime experiences.
- Identification and training of Senior Mental health Lead and further development of team of staff to support mental health and wellbeing.

3

- Subject leaders to identify and support teacher development needs across the school – specific focus on PP children.
- Pupil Progress Meetings used to identify Pupil Premium children and implement

further in class support, where needed.

- Additional academic interventions in place to support PP children.
- New phase leaders (x4) who have identification and support of vulnerable pupils inc. PPG as part of their job description.

A renewed focus on the attainment of PPG pupils as part of teachers performance management

- Deployment of additional teachers, including catch-up Tutor to support any children who were adversely affected by previous lockdowns. Focus on:
 - Raising stamina in writing
 - Phonics interventions in place for children who are not at age-related expectation in this area.
 - Develop comprehension in reading
 - Increase confidence in core number skills

4

- Funding in place for trips (inc. residential), enrichment, clubs and music tuition throughout the school.

5

- Loan of laptops to families with lack of access to devices at home.
- Purchase of licenses for online programmes to support access to home learning and replacement of out of date equipment.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills and development are lower for some pupils eligible for PPG than for other pupils. Their lack of access to reading/listening to high-quality children's literature will slow reading progress and language development in subsequent years.
2	Personal, social and emotional development has been affected by lockdown for many pupils and some pupils eligible for PP have been affected more than other pupils. This will limit learning overall over-time.
3	Lockdowns of 2020 and 2021 meant that some children were unable to access some aspects of the curriculum, even when supported by the school, this has created gaps in learning for some pupils. This is particularly evident for some PPG pupils -particularly those who are SEND.
4	Some pupils eligible for PP have limited out-of-school experiences, which limit vocabulary and understanding of the world. This has been amplified by Covid lockdowns.
5	Some pupils eligible for PP have limited access to technology to continue their learning at home. This has been amplified by Covid lockdowns.

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
Improve oral language skills and increase children's progress in reading for pupils eligible for PPG.	Pupils eligible for PP make rapid progress by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations.
Improve personal, social and emotional skills for pupils eligible for PP who have been adversely affected by lockdowns.	Pupils are confident and happy to come to school to learn. Self esteem is raised.
Improve academic attainment for PP children impacted by 2020 and 2021 lockdowns.	Increase the proportion of PP children achieving ARE in Reading, Writing and Maths.

Increase accessibility of enrichment experiences for pupils eligible for PP.	All pupils eligible for PP take part in out-of-school experiences and are included at all times, reducing financial barriers.
Improve capacity of disadvantaged pupils to access learning at home.	All disadvantaged pupils are able to access learning at home.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expectations of classroom environments includes a range of elements that will contribute towards improving children's vocabulary. E.g. language lab, guidance on choosing high quality books for daily story time.	Documents such as 'Why closing the word gap matters' highlights the need to ensure there is effective provision for vocabulary within schools, particularly with disadvantaged children as they are less likely to have the opportunities at home. Systems established across the school ensure children are exposed to a wide range of vocabulary on a daily basis.	1,3
CPD for teachers with the focus on early language skills to enable high quality learning for all	Government guidance : 'We know the first years of a child's life can be the most formative, which is why this Government is making it a priority to make sure all children have the best start in life. Speaking and communicating with confidence sets a child up for success in life, so it's vital that we support children to grow in confidence with these skills – especially those for whom English is not their first language or who have been more isolated during the pandemic than their peers'.	1,3
CPD for teachers with the focus on reading skills to enable high quality teaching for all	CPD to develop teacher's knowledge of teaching strategy, which will be used within the planning and delivery of Reading lessons. The Sutton Trust (2011) confirms that good teachers are especially important for pupils from disadvantaged backgrounds, and through quality teaching first provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice.	1,3

Implementation of the RSHE curriculum across the school.	Secretary of state for education Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.	2
CPD on core and foundation subjects to develop staff subject knowledge and approaches to teaching in a wide range of areas.	We recognise that the children at St Thomas Becket have a broad range of skills and interests and we therefore want to ensure they receive a curriculum which is broad and high quality. This will be further developed through the support of subject leaders and CPD which will be knowledge focussed.	1,2,3,5
Due to the gaps in the curriculum from recent lockdowns, subject leader monitoring will act to review if there are any gaps in learning and where necessary, adaptations will be made within their curriculum.	Subject leaders are provided with time out of class on half termly basis, where a range of monitoring will be completed across the year. This includes lesson observation pupil voice, book looks, learning walks and planning scrutiny,	3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 57,344

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early years baseline for speech and language will be taken and interventions will take place for children with identified language delay.	On entry to Reception some children will require further support to bring them up to Age Related Expectation with regards to reading. Early Years intervention can prove to give on average 5 months progress based on the EEF.	1

Focus phonics and guided reading/ reading fluency groups to be implemented, providing children who are low attaining in reading and phonics the opportunity to read more frequently with an adult.	EEF shows that oral interventions have an impact of +5 months. Children who do not read regularly will be able to develop fluency with further support in school.	1,3
Speech therapist provides a program for children identified with communication difficulties.	EEF shows that oral interventions have an impact of +5 months. Children who do not read regularly will be able to develop fluency with further support in school.	1
Targeted support of PP children whose attainment was impacted by recent lockdowns, this includes in-class support and small group support across year groups.	As per the EEF small group tuition has shown to have a potential of +4 months in attainment levels.	1,3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counsellor provides a range of social and emotional based interventions	EEF shows that social and emotional learning has a moderate impact of 4 months gained for children who require further social and emotional development, including improving their self-management of emotions and cognitive elements of learning.	2
Mental Health lead and ELSA / nurture staff have been identified to develop whole school and in class approaches to support children with self-regulation and understanding their emotions.	As per the EEF school approaches to self-regulation have a low cost but a high impact with the potential of +7 months gained.	2

Fund cost of out of school trips/experiences	Some families are unable to contribute towards out of school experiences such as visiting speakers or educational trips. The school will support financially PP parents/carers with this.	4
Fund cost of clubs and music tuition	Some families are unable to contribute towards in-school enrichment activities such as music lessons. The school will offer a contribution towards any of these activities for pupils eligible for PP.	4
Loan of laptops to families without adequate access to devices for online learning.	School has a stock of laptops acquired during lockdown which can be loaned. Funding will be used towards licenses and purchase of online learning programmes as well as future replacement of laptops .	5

Total budgeted cost: £ 93,364

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 2022 to 2023 academic year.

- 1 Improve oral language skills and increase children's progress in reading for pupils eligible for PPG.
- 2 Improve personal, social and emotional skills for PP children who have been adversely affected by lockdowns.
- 3 Improve academic attainment for PP children impacted by 2020 and 2021 lockdowns.
- 4 Increase accessibility to enrichment experiences for pupils eligible for PPG.
- 5 Improve capacity of disadvantaged pupils to access learning at home .

Teaching Priorities

Improve oral language skills and increase children's progress in reading for pupils eligible for PPG.

Improve academic attainment for PP children impacted by 2020 and 2021 lockdowns

Measure	Activity	Outcomes
<p>Expectations of classroom environments includes a range of elements that will contribute towards improving children's vocabulary.</p>	<p>Teachers to implement initiatives detailed by English lead eg language lab, guidance on choosing high quality books for daily story time.</p> <p>External evaluation by local authority lead.</p> <p>23-24 Focus on Reception Ks 1 - given decreasing numbers of children reaching GLD at end of reception.</p>	<p>2021-22 Monitoring by English lead showed improved focus and provision for children's vocabulary development. Reading development identified as a strength by Ofsted.</p> <p>2022-23 % of PPG pupils in reception reaching ELG in CL in literacy were above that of all pupils.</p> <p>% of PPG pupils reaching expected in reading and writing by end of ks1 trending upwards.</p> <p>Progress of PPG pupils by end of KS2 stronger than that for all pupils in reading and writing.</p> <p>Additional support is in place for the current Y1 and 2 children who are in danger of not reaching the expected standard.</p>
<p>CPD for teachers with the focus on early language skills to enable high quality learning for all</p>	<p>NELI training for reception teachers and DHT to deliver programme.</p> <p>22-23 Nursery nurses have been trained to deliver the NELI programme.</p> <p>Teachers involved in Drawing Club activities</p>	<p>2021-22 DHT and class teachers received professional development in Early language development and delivery of NELI.</p> <p>Nursery nurses trained in NELI autumn 2022-23.</p>
<p>CPD for teachers with the focus on reading skills to enable high quality teaching for all</p>	<p>Additional RWI training for staff to ensure that all teachers have training.</p>	<p>Reading provision identified as a strength by OFSTED Spring 22.</p> <p>Continued focus on CPD reading 2022-23 – particularly in developing higher attaining readers as there was a dip in this aspect post covid whilst numbers of children reaching expected were largely maintained. Development of reading identified as a strength by Ofsted.</p> <p>2022-23 % of PPG pupils in reception reaching ELG in CL in literacy were above that of</p>

		<p>all pupils. % of PPG pupils reaching expected in reading and writing by end of ks1 trending upwards. Progress of PPG pupils by end of KS2 stronger than that for all pupils.</p>
<p>CPD on core and foundation subjects to develop staff subject knowledge and approaches to teaching in a wide range of areas.</p>	<p>All subject leaders delivered CPD in their area. Music, PE, Art leads CPD demonstration lessons music, art and PE.</p>	<p>This will be continued in 23-24 in light of areas for development from Ofsted inspection 2022.</p>
<p>Due to the gaps in the curriculum from recent lockdowns, subject leader monitoring will act to review if there are any gaps in learning and where necessary, adaptations will be made within their curriculum.</p>	<p>Subject leaders reviewed provision in their subject areas and identified gaps and how to address these.</p>	<p>22-23 Subject leaders to focus on development of vocabulary and key knowledge for teaching and assessment. 23-24 further development of subject schemes of work to ensure key knowledge and vocabulary are progressively planned and clearly mapped out in schemes of work.</p>
<p>Implementation of the RSHE curriculum across the school.</p>	<p>TEN TEN RSHE programme introduced and taught across the academic year. CPD for staff was organized. Consultation with parents took place.</p>	<p>22-23 Positive feedback from staff and children .Programme now fully in place as recognized by Ofsted inspection. 2023-4 Review implementation to ensure all teachers delivering programme and capture views of children about their experience of the programme.</p>

Targeted Academic Support

Improve oral language skills and increase children's progress in reading for pupils eligible for PPG.

Improve academic attainment for PP children impacted by 2020 and 2021 lockdowns

Measure	Activity	Outcomes
<p>Early years baseline for speech and language will be taken and interventions will take place for children with identified language delay</p>	<p>Oxford language screen administered in December and children identified took part in NELI programme during Spring term.</p>	<p>2021-22 Children who took part in NELI had made accelerated progress by second assessment in July.</p> <p>2022-23 Nursery nurses trained to deliver Nelly. % of PPG pupils reaching expected in CL slightly higher than all pupils. School to review place of the programme within broader speech and language intervention going forward.</p>
<p>Focus phonics and guided reading/ reading fluency groups to be implemented within the Autumn Term providing children who are low attaining in reading and phonics the opportunity to read more frequently with an adult.</p>	<p>Additional adult support put in place during Autumn and Spring term.</p>	<p>2021-2022 % of year 1 children reaching expected standard in phonics screening which is higher than pre covid.</p> <p>2022-23 % of PPG pupils reaching expected in reading and writing by end of ks1 trending upwards.</p>
<p>Speech therapist provides a program for children identified with communication difficulties.</p>	<p>LT (speech therapist) carries out assessment of individual children referred by class teachers/SENCO SLT sets up and delivers a block of therapy if appropriate. SLT advises and models therapy to be delivered by learning support assistants. SLT meets and gives recommendations to teachers and parents. SLT reviews support offered to children and sets new targets. SLT attends EHCP and review meetings. SLT liaises with SENCO on a regular basis to review children on case load.</p>	<p>The needs of children with speech and language difficulties are assessed and reviewed regularly. Appropriate support and strategies are put into place to support children with speech and language difficulties to reach their potential</p>

<p>Targeted support of PP children whose attainment was impacted by recent lockdowns, this includes in-class support and small group support across year groups.</p>	<p>Range of interventions in place across the school, including phonics, writing, ntp, speech and language, maths and NELI.</p>	<p>2021-22% of PPG children reaching expected in phonics is stronger than pre covid; percentage PPG reaching expected at end of Ks1 and Ks2 comparable to pre covid standards. 22-23 % of PPG pupils reaching expected in reading and writing by end of ks1 trending upwards.</p> <p>Internal data shows majority of children in intervention groups made good progress.</p>
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Wider Strategies

Improve personal, social and emotional skills for PP children who have been adversely affected by lockdowns.

Increase accessibility to enrichment experiences for pupils eligible for PPG.

Improve capacity of disadvantaged pupils to access learning at home .

Measure	Activity	Outcomes
<p>Counsellor provides a range of social and emotional based interventions</p>	<p>School counsellor meets children identified as needing emotional support. She also runs a lunch time drop in for Ks2 pupils.</p>	<p>Children receive social and emotional support. Some children receive short term support –others need support for longer periods.</p>
<p>Mental Health lead has been identified to develop whole school and in class approaches to support children with self- regulation and understanding their emotions.</p>	<p>Mental health lead in place Summer term 2022. Mental health lead received training and signed up to ‘Creative Learning ‘ courses for staff to access. ELSA training for two TAS.</p>	<p>Mental health team in place and increasing numbers of children accessing support..</p>

Fund cost of out of school trips/experiences Fund cost of clubs and music tuition	The school will offer a contribution towards any of these activities for pupils eligible for PP.	School is able to offer a broad range of trips and enrichment activities. Cost does not prohibit PPG children from taking part in trips/enrichment activities.
Loan of laptops to families without adequate access to devices for online learning.	School has a stock of laptops acquired during lockdown which can be loaned. Funding used towards licenses and purchase of online learning programmes as well as replacement of laptops .	All families needing laptop are given one and children are able to access learning/ homework outside of school.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None	n/a