

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 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 Becket Catholic Primary School
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	3 Years 21-22, 22-23, 23-24
Date this statement was published	4/10/21
Date on which it will be reviewed	September 2022
Statement authorised by	Noel Campbell
Pupil premium lead	Anne Harper
Governor / Trustee lead	Mark Humphreys

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	63,215
Recovery premium funding allocation this academic year	7,975
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	71,190

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 PP 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.
- Development of outdoor play areas/ playtime experiences.
- Identification and training of Senior Mental health Lead.

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.

- 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, 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.

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 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: £5 000

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, learningwalks and planning scrutiny,	3

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

Budgeted cost: £ 42,000

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 potential language difficulties.	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 within the Autumn Term 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: £ 25 000

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 has 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: £
72,000

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.

Teaching Priorities

Measure	Activity	Outcomes
To use CPD to ensure teaching is of an excellent standard	Staff training /CPD to be closely tailored to areas for development identified by subject leaders.	Second lockdown impacted adversely on CPD programme. There was a continued focus on training for staff to provide online learning. Maths leader / Big maths consultant provided training on maths curriculum priorities. English leader cpd focus was writing. Other subject leaders reviewed their curriculum areas and provided support for teachers to prioritise learning in light of lockdown. There was good progress during Autumn term by all classes but this was impacted by Spring term lockdown and teachers reported that catch up was more challenging after second lockdown.
For children to settle back into school quickly and effectively and to make (or exceed) expected progress.	Additional support staff employed to support children in class and at playtime given that children were in year group bubbles. Support for children's emotional well being prioritised on return to school. Playtime arrangements/ resources reorganised to allow bubbles adequate space and playtime activity.	There was a reduction in playtime behaviour incidents. Most children settled quickly back into school on return in September 2020 and made good progress during the Autumn term.

Targeted Academic Support

Measure	Activity	Outcomes
For identified gaps in learning to be addressed.	Small group and 1:1 phonics intervention programme (Read,Write Inc) with HLTA. Big maths interventions Spelling intervention Writing intervention Additional teachers employed to deliver interventions. Some PPG pupils targeted for NTP tuition.	Assessment showed good progress from lower than usual starting points in September 2020 (after first lockdown) for most children but that PPG, lower ability and SEND pupils learning had been most adversely impacted by covid. Phonics screening Y2 July showed 90% achieving expected standard which represented very good progress.
Improve speech and language skills across EYFS, KS1 and KS2	Sp & Lang therapist worked alongside LSAs to support children in class	Children made steady/good progress, however spring lockdown impacted on ability to deliver speech and language therapy as effectively as when children are in school . Speech therapist delivered some sessions on line and some were delivered in school. Most vulnerable children were offered places in school along with key worker children.

Wider Strategies

Measure	Activity	Outcomes
For pupils to have emotional needs met to ensure they are physically, mentally and emotionally ready to learn. This was particularly important in light of COVID lockdown	Continue to employ School counsellor 2 days per week. Teachers to plan activities focussed on wellbeing particularly on return to school.	School counsellor supported smooth transition back to school for many children. Children made good progress during the Autumn term but this was impacted by second school closure in Spring 2021.
We continued to develop home libraries for targeted groups	1 book (book studied in class) was purchased for each child to take home to support development of home library during Autumn term.	Covid lockdown meant that this project did not continue after Autumn term. It has been decided that this year the funds will be used to purchase class sets of

		books for children to used during class time and to refresh class libraries to ensure children have high quality literature to read in class and when taking books home.
Increase ICT provision for disadvantaged pupils to access remote/home learning	Purchase 30 chrome books to supplement supply of mini laptops which were loaned to pupils for home /remote learning to ensure that all children had access.	This purchase was supplemented by 12 donated devices and 10 acquired through the DfE laptop scheme. All families requesting loan of a device were offered one.
Increase participation in extra curricular clubs	Work with parents to remove perceived stigma of receiving financial support in order for children to attend extracurricular activities (including learning a musical instrument). Actively target vulnerable children to raise self- esteem / levels of well- being.	Funding was provided for sound start music programme and some clubs which were able to continue during autumn term 2020.

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