

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 More VCA |
| Number of pupils in school | 175 |
| Proportion (%) of pupil premium eligible pupils | 34% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 2022/23 2023/24 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Gary Shaw |
| Pupil premium lead | Gary Shaw |
| Governor / Trustee lead | |

Funding overview

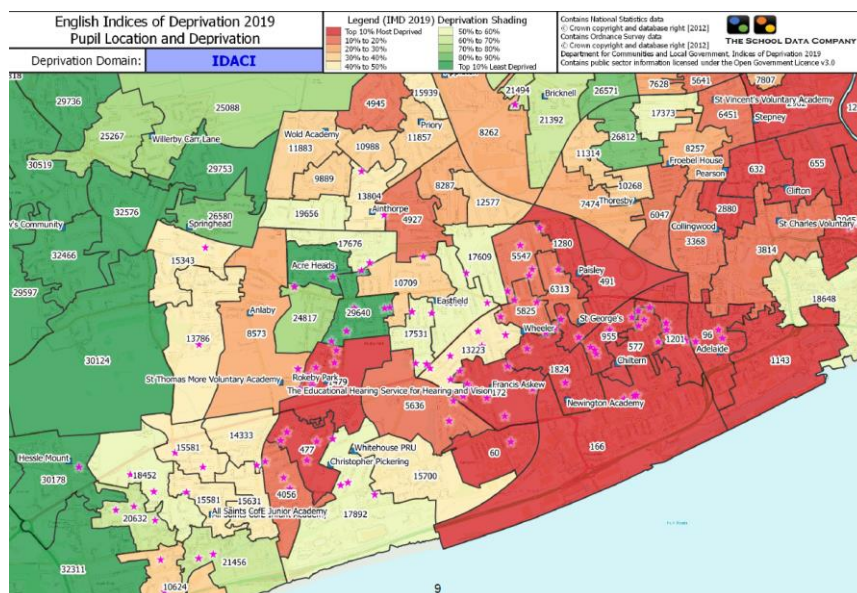
| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £66215 |
| Recovery premium funding allocation this academic year | £7830 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £74045 |

Part A: Pupil premium strategy plan

Statement of intent

At St Thomas More VCA we believe our pupil premium spend must be centred around our clear understanding of the needs of our community, supported by evidence-based research to ensure the needs of our pupils are met in the best ways.

Context - *St Thomas More VCA is located to the west of Hull. Our school community is very diverse and quite unique in the number of communities that our pupils come from within the city. Over a third (36%) of our pupils come from the 5% highest levels of deprivation nationally. The map below identifies the most deprived areas in red and the stars indicate the areas in which our pupils live.*



A high proportion of our pupils live in areas in the highest levels of deprivation, alongside this the indicators for income, employment, health, living environment and crime deprivation are all very high.

As a school we pride ourselves in an understanding of the barriers that our pupils may face to learning, as a result of their context. These include:

- *Underdeveloped language and communication skills*
- *Complex family situations*
- *Emotional and behaviour difficulties*
- *Limited experiences and basic skills*
- *Attendance and punctuality issues*

Our staff know our children well, on individual levels, as well as our whole school context. Teachers are able to use whole school, class, pupil group and individual data

analysis to understand areas to target, as well as seeing which approaches have had a positive impact previously.

Principles:

- *We know that many more than our pupil premium children are disadvantaged and require provision that is tailored to meet their needs. As a result of our spend quality first teaching will be enhanced and so the majority of children benefit.*
- *We carefully plan to ensure that provision meets the needs of individual pupils.*
- *We tailor provision to ensure that children can access their learning. This will target the social and emotional needs of our pupils due to the imbalance caused by their social and economic disadvantage.*

Ultimate Objectives

- *To improve the outcomes for all disadvantaged pupils in our school.*
- *Support the needs of our pupils that may be a barrier to them reaching their full potential.*
- *Narrow the gap between the disadvantaged pupils in our school with those that are non-disadvantaged in school and nationally.*

Achieving our Goals - *Our Pupil Premium Plan looks at a range of strategies to identify the best provision to meet the needs of our pupils and ensure that they progress. These strategies are drawn from national research, previous experience and the knowledge of our school community. Strategies considered include:*

- *Small group support*
- *Tutoring / 1:1 provision*
- *Reduced class sizes*
- *Additional teacher led sessions*
- *TA Interventions*
- *Emotional Wellbeing Support, including informal and formal interventions*
- *Funding for wider opportunities; Music tuition, activities, visits, residential etc*
- *CPD for staff in specific teaching and learning approaches*
- *Specific resources or funding for interventions*
- *Nurture / Behaviour Support at lunchtimes*

This list is not exhaustive and is under constant review, to ensure that the focus remains on improving outcomes for our pupils on all levels, as well as increasing the number of pupils reaching, at least, age related expectations.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Low levels of developed language and communication skills |
| 2 | Low attainment on entry to Foundation Stage in all areas, particularly in Personal Social and Emotional development and Literacy |
| 3 | Social, Emotional and behaviour barriers having a detrimental effect on pupil progress for groups of children |
| 4 | Attendance and Punctuality difficulties |
| 5 | Limited experiences for pupils, resulting in low starting points with knowledge and understanding to support intended learning |

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 |
|---|---|
| Support pupils to become fluent, skilled and attentive readers from the earliest stage, leading to fluent readers who are making progress and attaining inline with others by the end of Key Stage 2. | High quality systematic synthetic phonics programme embedded. Increase in number of pupils achieving PSC. Increase in number of disadvantaged pupils GDS in Reading by the end of KS2. Diminish the difference between disadvantaged pupils progress and that of others within the school. |
| Increased progress in Writing due to increasing skills and knowledge through quality first teaching. | Writing outcomes and progress to be inline with other subjects throughout school, with particular focus on pupils achieving GDS within writing. |
| Increased understanding in Maths leading to greater confidence to complete more complex reasoning and problem solving. | Pupils develop fluency of number through quality first teaching, interventions and NCETM programmes. Increase in the progress of pupils within Maths. Greater percentage of pupils achieving GDS within maths. |
| Improved attendance of disadvantaged pupils to maximise opportunities and progress. Emotional well being support for pupils to ensure they are ready to learn. | Reduction in the number of Persistent Absentees. Attendance of 96% targeted for all disadvantaged pupils. Improved learning behaviours within classes as EWB needs supported. |

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: £36,625 (Additional teacher capacity £25000, CPD £4000, Staff Development / Cover (5 days per teacher) £7425)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>High quality external CPD available to staff to support quality phonics, reading, writing and maths to ensure quality first teaching.</p> <p>Initial areas of Focus:</p> <ul style="list-style-type: none"> - Early Language - Early Reading - Writing - Maths - Vocabulary | <p><i>“High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.”</i> EEF Effective PD</p> <p><i>Supported by English and Maths Hubs</i></p> <p>Majority of disadvantaged pupil starting points are not ‘On Track’ when joining the school. The gap between disadvantaged pupils and other pupils is significant.</p> <p>Limited opportunities for disadvantaged pupils to read for pleasure and to have quality talk around texts outside of school, has slowed their progress as a writer.</p> <p>Internal maths data shows early Maths attainment has a larger difference compared with UKS2.</p> | <p>1, 2</p> |
| <p><i>Smaller class sizes to support targeted in depth understanding of pupils’ needs and specific interventions.</i></p> | <p>Smaller groups with support of Leaders to deliver more tailored support has shown an increase in pupil outcomes and progress over the most recent academic years.</p> <p><i>Develops pupils’ language capabilities in KS2 Enables pupils to participate in high-quality collaborative learning; opportunities for pupils to articulate ideas verbally before writing and tailored writing composition strategies</i></p> | <p>1, 3, 5</p> |

| | | |
|--|---|--|
| | <p><i>through modelling and support. EEF Improving Literacy in Key Stage 2</i></p> <p><i>Use of assessment to build on pupils' existing knowledge and understanding. Small cohorts enables teachers to have an understanding of what pupils know and do not know and enables teachers to plan next steps appropriately. EEF Improving Mathematics</i></p> | |
|--|---|--|

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

Budgeted cost: £17,000 (L2 x 3 Sessions x 2 £9000, Teacher 0.2 £7000, Resources £1000)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Reading</p> <p>~Ensure validated Phonics SSP is embedded and implemented effectively to maximise progress for all pupils from the beginning of FS2.</p> <p>~Use targeted support and timely interventions (appropriately identified to the needs of the pupils) to enhance progress for pupils; with a specific focus on vocabulary.</p> <p>~ Additional targeted reading sessions for pupils to diminish the difference.</p> <p>~Increase the opportunities for pupils to develop a love of reading through availability of high quality, age appropriate engaging texts; class and phase libraries and reading ambassadors.</p> <p><i>Writing</i></p> <p>~Support staff to deliver a coherent curriculum that builds on prior learning and supports pupils to make progress in the fundamentals of writing.</p> <p>~Ensure small group interventions enable all pupils</p> | <p>Low levels of language and communication skills on entry to school. Breadth of vocabulary is limited.</p> <p>Progress of disadvantaged pupils is not inline with that of others within school.</p> <p>Although PSC remains high, reading fluency continues to be a priority due to the impact of the C-19 pandemic on disadvantaged pupils.</p> <p>Internal data is showing that the youngest children who have missed the largest proportion of their education have the largest gaps in achieving the ARE.</p> <p>Measures within school actioned those with the least remaining time with us in their primary education. Teachers supported those pupils in small groups and had the greatest impact.</p> <p>Sutton Trust identifies: Small group teaching could be reteaching, gap/misconception</p> | 1, 2, 3 & 5 |

| | | |
|--|---|--|
| <p><i>to progress rapidly and identify clear strengths and next steps.</i></p> <p><i>~Develop vocabulary strategically throughout school across the curriculum to support disadvantaged pupils knowledge and skills to apply in writing.</i></p> <p><i>Maths</i></p> <p><i>~Develop the Whole Class Teaching approach in school to identify and plan carefully designed next steps and tasks through CPD.</i></p> <p><i>~Deliver small group interventions to support pupils to grasp the fundamentals and diminish the difference with their peers.</i></p> <p><i>~Support staff to increase the opportunities for challenge in maths and develop pupils' growth mindset.</i></p> | <p>addressing or vocabulary-based work (EEF toolkit)</p> <p>EEF states 'evidence consistency shows the positive impact that targeted academic intervention support can have, including those who are not making good progress across the spectrum of achievement' Why we have specifically selected small group work, where possible, delivered by the/a teacher</p> <p>We know the importance of good implementation and the regular review of this. The EEF A School's Guide to Implementation (Dec 2019) highlights the 'important use of expert coaching/mentoring with structured peer-to-peer collaboration and implantation data to actively</p> | |
|--|---|--|

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

Budgeted cost: £20,700 (EWB £9500, Wider Opps £8400 (£150pp), Family Support £2800 (£50pp))

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Attendance Attendance Team to ensure pupils receive quality and focussed pastoral care. Following school policy which tracks those pupils falling below the national, implementing plans to action and monitor attendance.</p> <p>Wellbeing Provide tailored support to families with low attendance and who</p> | <p>Attendance data suggests disadvantaged pupils require support to help them attend better. Previous work dedicated to these areas saw a drop in persistent absentees and an improvement in disadvantaged attendance. 2020/2021 PP attendance is 95.3% previous years 92.2% an improving figure but needs to continue to improve.</p> <p>Inclusion team work proactively to support attendance and improvements are starting to be seen and we wish to maintain this According to Supporting the attainment of disadvantaged pupils: articulating success and good</p> | <p>3, 4 & 5</p> |

| | | |
|--|---|--|
| <p>required tailored support through wellbeing/inclusion team.</p> <p>Wider Agencies: Inclusion Team to meet regularly to understand the needs of pupils and develop links with relevant agencies to offer best possible support for pupils.</p> | <p>practice Research report November 2015 'Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics'</p> <p>Historically disadvantaged pupils experience more frequent behaviour difficulties, however, implementation of these strategies in previous years has seen reductions in incidents across recent years</p> <p>As safeguarding is the most important drive in our school, the last two years has seen us develop our team to meet this need. Increase in social care engagement and wider agency involvement which has resulted in a need for capacity and build these relationships.</p> | |
| <p>Ensure a breadth of experiences for pupils (Opening eyes to wider opportunities)</p> <p>Continual review of curriculum to ensure the sequence of learning is balanced and meets the needs of all pupils, focusing on the rich experiences and opportunities available to pupils.</p> <p>Provide opportunities for disadvantaged pupils to access all opportunities at a subsidised cost or for free. This will include residential visits, trips, visits and experiences to develop skills and knowledge and develop missed opportunities through C-19.</p> | <p>It is essential for our pupils to experience a range of different areas before they are expected to understand and learn about it.</p> <p>Pupils have the right to experience musical instruments and wider curriculum clubs/sports. We encourage active learning in the fight against the obesity crises</p> <p>Some pupils have not left their own homes or stayed away from home before accessing residential, limited experience of areas other than own locality</p> <p>Food deprivation is high at St Thomas More for some of our pupils, part of our food for breakfast and food parcels is donated although at times there is a cost to this support.</p> | |

Total budgeted cost: £ 74,345

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.

Objective: Pupils rapidly closing the gap on all other pupils nationally as they move through the school. Developing greater grasp of language and applying this to their reading and writing. Early provision which intervenes to enhance provision of early language. An increasing number with school with a sound understanding of skill in KS2 SPAG. Measured through assessment, regular scrutiny and comparison against national other.

-Phonics data was strong despite COVID impact, swift intervention across Autumn term in Y2 resulted 100% of disadvantaged pupils achieving a Pass in the Phonics Screening Check by the end of year. Year 2 2021/22 disadvantaged pupils on track to achieve 100% in Autumn Term Phonics Screening Check.

-Increase in number of Y6 pupils achieving ARE in internal assessments for Writing and Grammar, Punctuation and Spelling.

-High engagement during remote learning through provision of Technology, Data and Vulnerable pupil provisions.

Objective: Improved outcomes for pupils as additional support and intervention is provided to meet individual needs. Monitoring of 'incidents' including pupil and staff voice and assessments to inform case studies and demonstrate impact. Pupils achieve high levels of support with EWB to ensure they can make progress in all aspects of social, emotional and academic provision

-Impact clearly seen through services engaged in school and pupils with significant behaviour issues engaged in learning and making progress. Pupils ready to access learning due to other needs met by the inclusion team, impact seen through data

Objective: Sustained improved outcomes in Maths at the end of FS and KS1, working on closing the gaps early to ensure KS2 does not have to back fill gaps. Pupils leaving primary education confident in mathematics including the ability to problem solve and reason.

-Signs this approach is working over time as end of KS2 results show evidence of diminishing the difference

| | Reading | | Writing | | Maths | | GPS | |
|-----|---------|-----|---------|-----|-------|-----|-----|-----|
| | EXS | GDS | EXS | GDS | EXS | GDS | EXS | GDS |
| All | 84% | 26% | 79% | 16% | 84% | 16% | 74% | 16% |
| Dis | 73% | 9% | 73% | 0% | 73% | 9% | 64% | 0% |

**Internal data informed by testing arrangements*

Pupil premium children who left in 2021 significant diminished the difference in all three core areas.

Objective: Disadvantaged pupils display good attitudes to learning and have a (family) community, that is increasingly supportive of academic excellence and outstanding behaviour.

-Significant improvements seen in attitudes to learning across the school, significantly impacted by the appointment of a well-being worker focus on children with specific needs regarding behaviour. Ensuring more pupils were learning ready

-Families work in partnership with the school to support and challenge their children

-Significant increase in agency workers attending school to support pupils in their EWB.

Attendance of pupils eligible for PP diminishing the difference with other pupils. Measured through regular tracking, individual pupil case studies and SLT meetings. Reduction in numbers of PA PP pupils. Continue to support our children and families to improve attendance rates and punctuality.

-Attendance of disadvantaged pupils (pp) increased to 95.3% in 2020/2021 compared to 92% in 19/20. Policy applied consistently, high profile retained. Important to keep these strategies in place to continue an upward trend in future years.

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 |
|-----------------------|------------------------|
| Times Table Rockstars | Maths Circle Ltd |
| Spelling Shed | Ed Shed |
| Number Sense | Number Sense Maths LTD |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | n/a |
| What was the impact of that spending on service pupil premium eligible pupils? | n/a |