

Pupil premium strategy statement – St Thomas More Catholic School.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	177
Proportion (%) of pupil premium eligible pupils	13.8%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2024
Date this statement was published	31/12/2022
Date on which it will be reviewed	November 2024
Statement authorised by	Julieann Exley
Pupil premium lead	Jamie Brown
Governor / Trustee lead	Rania Naser

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 27,700
Recovery premium funding allocation this academic year	£0.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0.00
Total budget for this academic year	£27,700

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make strong progress and achieve high attainment across all their subject areas. St. Thomas More Catholic School pupil premium strategy is to ensure, through support, that our disadvantaged and vulnerable pupils achieve that goal. This strategy will run for two years and will be reviewed to ensure validity of the strategy and impact on pupil progress.

The strategy will outline activities that will benefit and support the needs of pupils regardless of disadvantage defined by PPG or not (e.g., carers/children with social care involvement)

In writing the intent we have regarded the EEF research to ensure our practice is evidence based:

- **High-quality teaching** is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.
- **Targeted academic support:** our strategy is also integral to wider school plans e.g. targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.
- **Wider Strategies** such as ELSA, Attendance Work and Enrichment.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
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1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. This includes pupils in KS2
3	Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and writing.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. XX pupils have been identified as vulnerable on the school log. XX of whom are disadvantaged currently require additional support with social and emotional needs and receiving small group interventions.
6	Our attendance data historically indicates that attendance among disadvantaged pupils has been between 1% and 15% lower than their peers. In 2021/22 44% of disadvantaged pupils (14% of total PAN) were 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils progress.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny

	and ongoing formative assessment within our phonics programme.
Improved literacy attainment among disadvantaged pupils.	KS2 literacy outcomes in 2024/5 show that disadvantaged pupils are in line with their non-PP peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that disadvantaged pupils are in line with their non-PP peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in incidents of bullying and unkind behaviour • A significant reduction in dysregulated behaviours • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 2% difference, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by >2%. • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 1% lower than their peers.

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: £10,368

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4 and 5</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: (NELI, Wellcomm, Spirals)</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	<p>3</p>

Teaching for Mastery training).	Improving Mathematics in Key Stages 2 and 3	
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Employment of ELSA trained staff and sensory equipment.</p> <p>Engagement with Place 2 Be counselling service.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Conscious Discipline, PACE, ELSA</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
Continuous Professional Development – Quality First Teaching	Weekly CPD and on-going coaching and mentoring training to support QFT	

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

Budgeted cost: £14,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as	2

collaboration with our local English hub.	regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
An additional teacher is employed for a three month period to provide a blend of tuition, mentoring and school - led tutoring for pupils who have been most impacted by the pandemic. Children who are disadvantaged will receive tutoring.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF	4
Enrichment Activities for raising Cultural Capital and aspirations	Weekly enrichment activities, after school clubs targeted for disadvantaged pupils.	

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

Budgeted cost: £3192

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Conscious Discipline, PACE, ELSA	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officer to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

Contingency fund for acute issues.	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £27,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

IMPACT:

- Impact of Covid on pupils with 888 sessions of absence recorded as a direct result of Covid, majority from December 2021 to April 2022, the rise of Covid in Oxford was significant during this period. Closures to EYFS, KS1 and parts of KS2 due to staff shortages during this period also impacted the school and prevented the school from returning to pre-covid times. Monitoring of teaching and learning through SLT/Govs and the RE Section 48, confirm that the majority of teaching across the school is at least Good. Children are more actively involved in their learning through cross curricular links and enrichment opportunities. Targeted support implemented for EYFS and Y1 in phonics and curriculum (EYFS) (this needs to continue to ensure consistent quality first teaching)
- The phonics scheme implemented across EYFS and KS1, feedback indicating that teachers are narrowing the gaps with particular children. Phonics data not yet impacted by the scheme
- Reading policy updated and shared with all stakeholders
- At the end of KS2 - Greater Depth for reading and writing 36% and maths 26%, WITH 93% Age Related Expectations for reading and writing is well above the National Average (based on 2019 data) and maths slightly above. The Birmingham Diocese has just released their data so that schools can compare their data to other schools in the Diocese. We are still below at EYFs and KS1, but it does show an overall trend of results below that of 2019. Click on the image and you can enlarge it.
- EYFS, Y2 and Y1 phonics data (based on 2019 National Averages) will be well below Age Related Expectations. Progress data from EYFS to end of KS1 will need to be high priority to accelerate progress, to ensure that the majority of children reach age expected outcomes at the end of KS1

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	