

Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils during 2022-2023.

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	508
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025 (2022-23 – in detail)
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	David Deane OBE
Pupil premium lead	David Deane OBE
Governor / Trustee lead	Jim King

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£262,695
Recovery premium funding allocation this academic year	£26,825
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	£289,520

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
Embed and refine the successful implementation of 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 training for all NEW staff in implementation of new SSP to ensure fidelity and consistency. Also ensure staff access the available ongoing, online training offer.	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	DFE/EEF non –statutory guidance produced in conjunction with	1.3.5.

in line with DFE/EEF guidance - fund release time to embed key elements of guidance in school	National Centre for Excellence in teaching maths - Draws on evidence based approaches , including maths mastery	
Retain 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: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit one additional support staff –(mornings only) to deliver a reading intervention – Reading Recovery – to specifically target a very small number of pupils beyond Year 1 who are not reading fluently.	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
The above additional member of staff to provide a pre-school reading club to a small group of selected disadvantaged KS1 pupils	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- 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	One to one tuition EEF Small group tuition EEF	2,3,9

led tutoring for pupils education has been most impacted by the pandemic, many of whom will be disadvantaged – focus on reading and phonics	Phonics toolkit EEF	
Plan, resource and deliver a carefully selected range of intervention programmes , especially focused on early language development, phonics and early reading - including WELLCOMM, TALC	One to one tuition EEF Small group tuition EEF	2,3,4,6,9

Wider strategies

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re-organise the lunchtime dining experience for pupils to provide a daily, high quality socialisation experience that develops children’s speaking and listening skills with their peers	Enrichment opportunities, including extra-curricular can positively contribute to widening children’s cultural, social, spiritual and moral education. Widening their frame of reference.	1,2,4
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: £ 290,000

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 2021 to 2022 academic year.

The COVID pandemic and its disruption to learning forms an important part of the context of this review of outcomes.

The UK Government re-instated all primary national assessments for summer 2021 including the Year 6 and Year 2 SATs, Year 1 phonics screening check and Year 4 Multiplication check.

However, the DFE recognises that a simplistic comparison between outcomes in 2021 and those in 2019 is unwise as schools across the country were unevenly impacted by the pandemic and their recovery from it is likely to be equally uneven.

Year 1 Phonics screening check outcomes June 2022

Year 1 Phonics Screening check results – June 2022			
National pass rate Summer 2019 (All pupils)	St. Thomas of Canterbury School – All pupils Pass rate June 2022	National pass rate Summer 2019 (Disadvantaged only)	St. Thomas of Canterbury School pass rate June 2022 (Disadvantaged only)
84%	97% (NB this rises to 100% when 2 Pupils with Educational Health Care Plans who could not access the check are excluded from the data)	71%	100%

100% Disadvantaged children at St Thomas of Canterbury successfully passed the phonics screening check

Year 6 SATs Outcomes – May 2022

2022	Reading	Writing	Maths
School All pupils	95%	89%	94%
School Disadvantaged pupils only	100%	90%	90%
School –non-disad- vantaged only pupils	93%	89%	96%
National Average – All pupils	74%	69%	71%
National Average Disadvantaged pupils only	62.5%	55.7%	56.6%

Disadvantaged pupils at St Thomas of Canterbury do significantly better than their national counterparts in reading, writing and maths.

Within school, disadvantaged pupils at the end of the primary years actually out-performed the non-disadvantaged in reading and writing, but not maths.

Year 2 SATs outcomes – May 2022

2022	Reading	Writing	Maths
School All pupils	71%	65%	75%
School Disadvantaged pupils only	63%	56%	64%
National Average – All pupils	68%	58%	68%
National Average Disadvantaged pupils only	51%	41%	52%

Disadvantaged pupils at St. Thomas of Canterbury do better than their national counterparts in reading, writing and maths and are very close to “all pupils” outcomes nationally.

