

Pupil premium strategy statement

School overview

Metric	Data
School name	St Thomas of Canterbury Primary School
Pupils in school	514
Proportion of disadvantaged pupils	28%
Pupil premium allocation this academic year	£192,040
Academic year or years covered by statement	2019 - 2022
Publish date	November 2019
Review date	September 2020
Statement authorised by	David Feasey
Pupil premium lead	Lauretta Morris
Governor lead	Natasia Sisarello

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-0.3
Writing	-3.1
Maths	-3.2

Disadvantaged pupil performance overview for last academic year

Measure	Score			
	Reading	Writing	Maths	Combined
Meeting expected standard at KS2	58%	58%	47%	47%
Achieving high standard at KS2	19%	8%	19%	5%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	All teachers trained appropriately in order to embed Teaching for Mastery across all year groups
Priority 2	All teachers are aware of the expectations of writing for their year group and target accordingly

Barriers to learning these priorities address	New staff are promptly trained and all staff consistently use evidence based whole-class teaching interventions. Making sure that new initiatives such as 'Word Aware', 'Write Away', 'White Rose', PiXL, Handwriting scheme are used consistently by teachers through class observations.
Projected spending	£5,300

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2020
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2020
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0)	July 2020
Phonics	Achieve national average expected standard in PSC	July 2020
Other	Improve attendance and punctuality of disadvantaged pupils to non-disadvantaged pupils (94.5% to 96.1% and 0.3% to 0.03% respectively)	July 2020

Targeted academic support for current academic year

Measure	Activity
Priority 1	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations
Priority 2	Refine 'cold' & 'hot' writes and Purpose, Features and Techniques (PFTs). Implement 'write away' intervention within whole class.
Barriers to learning these priorities address	Providing consistent catch-up in mathematics – as it is an area of weakness. Confidence in delivery of 'write away'.
Projected spending	£128,300

Wider strategies for current academic year

Measure	Activity
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Priority 1	Creating and embedding a Magic Breakfast club. Carry on school breakfast club for target children.
Priority 2	EWO and AHT meets with target families. Offered tailored support for individuals ie: Wellbeing practitioner
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£58, 040

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development. SMT having time to observe and give feedback	Use of INSET days and additional cover being provided by SMT or HTLA
Targeted support	Ensuring that staff supporting small groups consistently do so and are not used for other duties	Staff changes have led to another member of staff being able to cover
Wider strategies	Engaging the families facing most challenges	Working closely with EWO and offering a range of services supplied by school ie: wellbeing practitioner

Review: last year's aims and outcomes

Aim	Outcome
Oral language skills in Reception are lower for pupils eligible for Pupil Premium than for other pupils. This slows reading and writing progress in subsequent years.	The quality first teaching of language together with 1:1 and small group provision was successful as more PP children were on track in maths, reading and writing by the summer compared to baseline.
Progress for pupils eligible for Pupil Premium has not yet closed the gap in attainment at KS2 for pupils eligible so that they in line with 'other' pupils.	Gap not yet closed, particularly in mathematics. Review strategies that were put in place and adjust.
Fewer pupils eligible for Pupil Premium are working at greater depth across a range of subjects.	In some year groups for some subjects PP children are gaining GDS. The percentage of PP children working at greater depth compared to non PP children is broadly in line with or above for Maths in Years R, 1, 4 and

	6, Reading in Years R, 4 and 6 and Writing in Years R, 1, 2, 3, 4 and 5.
A small group of pupils eligible for PP have poorly developed emotional and social intelligence which impacts on their learning.	The impact was that there was less intervention needed from senior staff to resolve situations. Children were more quickly able to manage their feelings and act appropriately. Fewer incidents recorded in class behaviour logs.
A lack of routine and outside of school experiences affects attitudes to learning for some pupils eligible for Pupil Premium.	The opportunity of breakfast club has worked well to improve attendance and punctuality but the impact has been more marked in those who are non PP.
Attendance rates for pupils eligible for PP are lower than for 'all' pupils. This reduces their school hours and causes them to fall behind on average.	The gap has improved marginally for attendance and punctuality.