

Pupil premium strategy statement

School overview

Metric	Data
School name	St Thomas of Canterbury Primary School
Pupils in school	488 (164 PP)
Proportion of disadvantaged pupils	34%
Pupil premium allocation this academic year	£220,580 (£1,345 per pupil)
Academic year or years covered by statement	2019 - 2022
Publish date	January 2021
Review date	September 2021
Statement authorised by	Marie Tucker
Pupil premium lead	Lauretta Morris
Governor lead	Natasia Sisarello

Disadvantaged pupil progress scores for the last academic year published (2019)

Measure	Score
Reading	-0.3
Writing	-3.1
Maths	-3.2

Disadvantaged pupil performance overview for last academic year published(2019)

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 to have ongoing training in order to ensure Teaching for Mastery is embedded 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	National lockdown has meant that staff have had to learn new effective ways to deliver teaching online. Writing is more difficult to oversee even though teachers are doing live teaching and small group work. Engagement of some disadvantaged pupils is an area to work on even though laptops, devices and internet usage have been provided.
Projected spending	£9,840

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0)	July 2021
Phonics	Achieve national average expected standard in PSC	July 2021
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 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Use the National Tutoring Program to deliver small group (no more than 3 pupils) maths catch-up for disadvantaged pupils falling behind age-related expectations
Priority 2	Continue to refine 'cold' & 'hot' writes and Purpose, Features and Techniques (PFTs). Implement child writing conferencing in order to target specific areas.
Barriers to learning these priorities address	Lock down has meant a delay in setting up online tutoring. Providing consistent catch-up in mathematics by support staff has been a barrier as they are working with Key Worker children in school. Work to be done about engagement of some disadvantaged pupils. Confidence in delivery of live lessons for writing for some staff.
Projected spending	£140,700

Wider strategies for current academic year

Measure	Activity
Priority 1	When class bubbles go into isolation ensuring that disadvantaged children have the devices and internet connection needed to engage in online learning.
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. Online engagement when bubble is isolating.
Projected spending	£70,040

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. During lockdown support staff have been doing majority of Key Worker 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. Offering devices and internet provision to those who need it.

Review: last year's aims and outcomes

Aim	Outcome
All teachers trained appropriately in order to embed Teaching for Mastery across all year groups	All teachers had training for maths mastery and small step approach. Subject leaders did weekly monitoring and feedback
All teachers are aware of the expectations of writing for their year group and target accordingly	Half termly writing moderations during staff meetings were undertaken. Staff worked with subject leader AHTs and

	year groups to assess writing
Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations	All children assessed using PiXL materials. Small groups set up for targeted intervention. This was begun then national lockdown came and it came to a halt.
Refine 'cold' & 'hot' writes and Purpose, Features and Techniques (PFTs). Implement 'write away' intervention within whole class.	English subject leader held staff meeting on 'cold' and 'hot' writes. She also planned with each year group individually. English subject leader started 'write away' in her class and a number of staff observed her before lockdown.
Creating and embedding a Magic Breakfast club. Carry on school breakfast club for target children.	Magic breakfast club – bagels offered to all children. Scheme continued till lockdown and then Magic breakfast provided cereals & bagels for most needy families. School breakfast club for target children up and running until lockdown.
EWO and AHT meets with target families. Offered tailored support for individuals ie: Wellbeing practitioner	EWO met AHT half termly and ran through any families whose attendance was of concern. Wellbeing practitioner offered to several families.