

## School overview

| Metric                                      | Data                         |
|---------------------------------------------|------------------------------|
| School name                                 | St Thomas' CE Primary School |
| Pupils in school                            | 211                          |
| Proportion of disadvantaged pupils          | 15 children, 7%              |
| Pupil premium allocation this academic year | £17,375                      |
| 2020 -2021 Catch-up fund allocation         | £16 000                      |
| Academic year or years covered by statement | 2020/21                      |
| Publish date                                | October 2020                 |
| Review date                                 | July 2021                    |
| Statement authorised by                     | Mark Ward                    |
| Pupil premium lead                          | Laura Ben-Ali                |
| Governor lead                               |                              |

## Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|---------|-------|
| Reading | 3.69  |
| Writing | -0.06 |
| Maths   | 2.91  |

## Disadvantaged pupil performance overview for last academic year

| Measure                                         | Score                |
|-------------------------------------------------|----------------------|
| Meeting expected standard at KS2 (RWM Combined) | 100% compared to 87% |
| Achieving high standard at KS2 (RWM Combined)   | 0% compared to 33%   |

## Strategy aims for disadvantaged pupils

| Aim     | Target                                           | Target date |
|---------|--------------------------------------------------|-------------|
| Phonics | 100% of disadvantaged pupils to achieve the PSC. | Sept 21     |

|                                                 |                                                                                                                                                                     |         |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Meeting expected standard at KS1 (RWM Combined) | 100% of disadvantaged pupils achieving RWM combined is at least maintained from last year.                                                                          | Sept 21 |
| Achieving high standard at KS1 (RWM Combined)   | Ensure the proportion of disadvantaged pupils achieving the high standard in RWM combined is at least maintained from last year.                                    | Sept 21 |
| Meeting expected standard at KS2 (RWM Combined) | 100% of disadvantaged pupils to achieve expected standard for RWM combined.                                                                                         | Sept 21 |
| Achieving high standard at KS2 (RWM Combined)   | Target pupils with potential to achieve higher standard across KS2.                                                                                                 | Sept 21 |
| Progress in Reading KS2                         | Achieve above national average progress scores in KS2 Reading (0)                                                                                                   | Sept 21 |
| Progress in Writing KS2                         | Achieve above national average progress scores in KS2 Writing (0)                                                                                                   | Sept 21 |
| Progress in Mathematics KS2                     | Achieve above national average progress scores in KS2 Maths (0)                                                                                                     | Sept 21 |
| Other                                           | To improve attendance of disadvantaged pupils across the school. Attendance is lower than the whole school average in a small minority of children eligible for PP. | Sept 21 |

## Teaching priorities for current academic year

| Measure                                                                                                       | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>To successfully refine and embed the adapted core knowledge curriculum in all areas of the curriculum.</p> | <ul style="list-style-type: none"> <li>• To ensure all teachers (including new teaching staff and RQTs) are confident in the delivery of the new curriculum by offering appropriate training, support, time and resources.</li> <li>• All new staff to be given a 'Teaching &amp; Learning Handbook' with an individually designed support package in place and assigned mentor. This package will include coaching and any training necessary e.g. Maths No Problem observations &amp; training.</li> <li>• Ensure new teaching staff have regular CPD and support plans set up with mentors, lesson observations and training with subject leaders.</li> <li>• Ongoing curriculum development through weekly staff INSET and regular lesson study research.</li> <li>• All staff to be allocated one morning/afternoon per half term (attached to their PPA) to dedicate to planning and preparing for teaching according to the knowledge curriculum.</li> <li>• All staff will be provided with resources to support the teaching of History, Geography, Science and Art. For example, detailed CIVITAS textbooks with teacher knowledge.</li> <li>• To continue to adapt the Core Knowledge curriculum and resources to ensure it challenges all pupils across the school.</li> <li>• Staff will all take part in incremental coaching (with a member of SLT) to develop their teaching and pedagogy in Geography, History, Science and Art.</li> <li>• Subject leaders to have designated subject leadership time termly to monitor and support teachers with the planning, teaching and assessment of their subjects termly. Monitoring reports will be reported to SLT.</li> </ul> |
| <p>Ensure all teaching staff are proficient with online learning platforms and can</p>                        | <ul style="list-style-type: none"> <li>• Regular provision of staff CPD sessions, looking specifically at improving staff confidence and upskilling for the use of</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| confidently upload work, mark and teach using these.                                                                                                      | <p>online teaching platforms of Zoom, Microsoft Teams and Seesaw.</p> <ul style="list-style-type: none"> <li>• Introduction of a Remote Learning Policy which includes provision for children who are self-isolating. Member of SLT to monitor provision and the home access from all children and specifically PP children regularly when necessary.</li> <li>• Purchase webcams for each class to support remote teaching across the school.</li> </ul>                                                                                                                                                                    |
| Ensure all children have access to online learning platforms and can engage with remote learning.                                                         | <ul style="list-style-type: none"> <li>• Purchase bank of ipads or laptops which can be loaned out to PP or disadvantaged children.</li> <li>• Ensure all school laptops/ipads have all the relevant apps necessary to ensure children can engage successfully in home learning.</li> <li>• Whole school survey regarding access for remote learning sent to all families, disadvantaged pupils without this to be identified and equipment supplied if necessary.</li> </ul>                                                                                                                                                |
| To ensure all teaching assistants are confident in supporting the delivery of all areas of the curriculum (including interventions and in-class support). | <ul style="list-style-type: none"> <li>• Teaching assistants will be provided training throughout a range of sessions (once fortnightly) from a member of SLT. For example: the role of the TA in English or the Maths No Problem approach.</li> <li>• Teaching assistants will be taken off timetable to observe/ support a range of curriculum lessons (for example – geography which is taught during the afternoon)</li> <li>• Teaching assistants will be invited to appropriate staff meeting to ensure they have a good understanding of the new curriculum, including: intent, implementation and impact.</li> </ul> |
| Barriers to learning these priorities address                                                                                                             | <ul style="list-style-type: none"> <li>• All staff and children are able to access and engage with remote learning if necessary.</li> <li>• Narrowing of the knowledge and word gaps.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|                           | <ul style="list-style-type: none"> <li>• Enhancing cultural capital.</li> <li>• Lack of internet provision.</li> </ul> |
| <b>Projected spending</b> | <b>£4,000</b>                                                                                                          |

### Targeted academic support for current academic year

| Measure                                                                                             | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| For all PP children to achieve at least ARE by the end of KS1 and KS2 in Reading Writing and Maths. | <ul style="list-style-type: none"> <li>• Teaching Assistants to work across the school daily to support with teaching of the whole class and to deliver targeted group and individual interventions.</li> <li>• An extra teacher (0.5 – AM only) is employed in Year Six. The two class teachers work together daily to deliver Reading, Writing and Maths.</li> <li>• In all classes smaller group teaching will take place during lessons to ensure targeted support for identified children (these smaller groups will include PP and non-PP children who are not achieving or secure within the expected standard or may be identified as GD or ability to achieve GD)</li> <li>• In Year 6 team teaching takes place to offer extra support for the class and groups of identified children within the lesson. This will offer teachers more opportunity to support individuals and provide feedback for learners.</li> </ul> |
| To accelerate the spoken language development of pupils in EYFS                                     | <ul style="list-style-type: none"> <li>• EYFS teaching staff to be trained on using Nuffield Early Language Intervention (NELI). Targeted children including PP to be a part of this daily intervention.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| To accelerate the progress of disadvantaged pupils in Reading, Writing and Maths.                   | <ul style="list-style-type: none"> <li>• Fund small group and 1:1 interventions for disadvantaged pupils falling behind age-related expectations.</li> <li>• Precision Teaching (daily)</li> <li>• Reading catch up (e.g. Read Write Inc / Daily reading)</li> <li>• Quality first teaching strategies employed across the school (daily)</li> <li>• Small group phonic work in EYFS and KS1</li> <li>• Maths Pre and Post –teaching intervention (responsive to individual pupils' needs)</li> <li>• Times Table Rock Stars across the school and set as a daily Home Learning Task</li> </ul>                                                                                                                                                                                                                                                                                                                                    |

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|                                                                                                                                  | <ul style="list-style-type: none"> <li>• Teaching assistants to receive ongoing training to ensure effective delivery of all interventions.</li> <li>• SLT to work together with new SENCO to constantly review and monitor interventions, such as timings/ logistics, implementation and impact.</li> <li>• SENCO to support staff with implementation of Quality First teaching approaches and to monitor the impact of interventions and support.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| To narrow the 'word gap' by ensuring all PP children are reading widely and frequently and embed whole school vocabulary policy. | <ul style="list-style-type: none"> <li>• PP children who have been identified by their class teachers as not achieving the expected standard in reading or lacking engagement in home reading will be offered the opportunity to attend free after school club and will read with a member of staff.</li> <li>• PP children will read 1:1 half termly with a member of the SLT this will help to identify appropriate next steps.</li> <li>• Provide PP children reading materials for home (linked to reading spine).</li> <li>• Class teachers will take responsibility for communicating with parents regarding school reading expectations.</li> <li>• To further embed and monitor impact of a school vocabulary policy to close the word gap and support children in accessing the challenging curriculum.</li> <li>• Allocate time to researching the effective teaching of vocabulary and observe best practice.</li> <li>• Work with teachers to identify strengths and areas for development for the teaching of vocabulary across EYFS, KS1 and KS2.</li> </ul> |
| Barriers to learning these priorities address                                                                                    | <ul style="list-style-type: none"> <li>• Providing catch-up in Maths, Phonics, Reading and Writing.</li> <li>• Improving levels of oracy and language development to enable children to access the curriculum.</li> <li>• Narrowing the word gap</li> <li>• Enhancing cultural capital</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Projected spending</b>                                                                                                        | <b>£30,000</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## Wider strategies for current academic year

| Measure                                                                                                                                       | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p>To provide support for children's mental health and wellbeing following the school lockdown and the implications of living with Covid.</p> | <ul style="list-style-type: none"> <li>• Mental health and wellbeing to be prioritised from September 2020 with the implementation of the whole school 'Compassionate &amp; Connected' Recovery Curriculum.</li> <li>• Weekly PSHE lessons using HeartSmart resources initial focus on loss, relationships and resilience.</li> <li>• Regular staff training regarding PSHE resources and meeting the wellbeing needs of children in the classroom.</li> <li>• School appoint Mental Health Champion and provide specific training to be an advocate for children's mental health.</li> <li>• Implement a school policy for mental health which will outline a whole school approach to embedding mental health.</li> <li>• Seesaw Family App to be used as a messaging service between parents and teachers to improve communication and dialogue regarding the needs of individual children.</li> <li>• SENCO to coordinate use of Brighter Horizons Counselling Service and teachers to implement classroom strategies as recommended.</li> <li>• Pastoral support through individual mentoring.</li> <li>• School Nurse to provide fortnightly support to families identified by class teachers and referred because of needing extra support.</li> <li>• PP lead to maintain positive relationships with families established during lockdown-regular telephone calls home and meetings when necessary.</li> </ul> |
| <p>To improve the attendance of PP, narrowing the gap</p>                                                                                     | <ul style="list-style-type: none"> <li>• Attendance officer to monitor attendance (daily, weekly, half termly) and report to headteacher as necessary.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| between PP and non PP attendance.                                                                                                      | <ul style="list-style-type: none"> <li>Attendance officer, head teacher and class teacher to work closely with identified families to understand barriers to attendance. Individualised approach to attendance (consider incentive for PP families?).</li> <li>Class teachers to phone home on the day that a PP child is absent.</li> <li>Individual attendance awards (bronze, silver and gold badges). Whole school incentive with an end of year trip for the winning class.</li> <li>First day response phone calls home from class teachers/ TAs for PP children when absent.</li> </ul> |
| For all disadvantaged children to demonstrate independent learning behaviours and show greater independence and resilience in lessons. | <ul style="list-style-type: none"> <li>-Learning Behaviours Bootcamp regularly across the school.</li> <li>-Consistent implement of Achievement and Behaviour Points system across the school.</li> <li>-CPD for staff regarding learning behaviours and mental health of children and young people.</li> <li>-Staff lesson study project to be conducted.</li> </ul>                                                                                                                                                                                                                          |
| Barriers to learning these priorities address                                                                                          | <ul style="list-style-type: none"> <li>Improving mental health and wellbeing of all children including that of disadvantaged children.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Projected spending</b>                                                                                                              | <b>£6,600</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## Monitoring and Implementation

| Area     | Challenges                                                                                                                                                                            | Mitigating actions and monitoring                                                                                                                                                                                                                     |
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| Teaching | <p>Ensuring enough time is given over to allow for staff professional development.</p> <p>Ensuring that staffing and timetabling prioritises interventions to taking place daily.</p> | <p>Induction days for new staff including observations and meetings with subject leaders.</p> <p>Learning walks/ drop ins and incremental coaching systems</p> <p>Book monitoring to ensure consistency and to address any areas for development.</p> |

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|                  | <p>Ensuring EYFS staff can access NELI training and resources.</p> <p>All staff and children need remote access to reliable broadband/ WIFI access.</p>             | <p>SLT EYFS lead to monitor implementation and impact of NELI</p> <p>Survey parents and families regarding internet access. Look to purchase mobile broadband licence if necessary.</p>                                                                                                                                                                                                                                                                                 |
| Targeted support | <p>Ensuring that curriculum is not narrowed for children receiving additional reading support.</p> <p>Timetabling support.</p>                                      | <p>Accessing National Tuition Partners support for catch up teaching</p> <p>PP lead to monitor targeted provision for PP children and impact on the wider curriculum</p> <p>SLT to monitor after school reading club for PP/ disadvantaged children and the impact of this.</p>                                                                                                                                                                                         |
| Wider strategies | <p>Engaging the families facing most challenges.</p> <p>Access to ongoing counselling services and provision available for children identified as most at need.</p> | <p>Staff Development plan prioritising this- all teaching staff to commit to this as a focus target.</p> <p>Weekly award for class with the highest attendance to be announced during Friday assemblies.</p> <p>SLT to monitor termly attendance.</p> <p>Admin Officer to monitor weekly attendance of focus children weekly.</p> <p>Curriculum lead to monitor PSHE books, scrapbooks and planning.</p> <p>Changes to the timetable to enable weekly PSHE lessons.</p> |

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|  |  | Support through shared drive and online access to provision of teaching resources through HeartSmart, PSHE Association and CWP |
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### Review: last year's aims and outcomes

| Aim                                                                                                                                        | Outcome                                                                                                                                                                                                                                                                                                                           |
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| A higher proportion of children eligible for PP achieve a greater depth in reading, writing and maths.                                     | Some improvement in PP pupil progress from 2018-19, 5 children across the school achieving Greater Depth in one or more curriculum area, Spring 2020.                                                                                                                                                                             |
| The attendance of PP children will improve, narrowing the gap between PP and non-PP attendance.                                            | During school closure PP children were targeted for weekly home visits as they were not always accessing remote learning and engaging in work tasks leading to a greater gap widening.<br>PP children were offered places within key worker groups and as part of funded holiday sports clubs but these were not always accessed. |
| The new knowledge curriculum is implemented and embedded successfully to offer a challenging curriculum which is accessible to all pupils. | All staff committed to this and History, Geography were embedded until school closure in March 20.<br>Not all classes had taught the knowledge curriculum for Art prior to school closure.                                                                                                                                        |
| All PP children to achieve at least ARE by the end of KS2 in R, W, M                                                                       | 63% of all PP pupils achieved at least ARE Spring 2020                                                                                                                                                                                                                                                                            |