

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	ST THOMASMORERC PRIMARY SCHOOL
Number of pupils in school	312 + 30
Proportion (%) of pupil premium eligible pupils	9.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	DEC 2021
Date on which it will be reviewed	DEC 2022
Statement authorised by	JOANNE BUTTERWORTH
Pupil premium lead	D HUGHES
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,970
Recovery premium funding allocation this academic year	£2,538
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	£45,508

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	PPG children who are classed as vulnerable due to safeguarding / child protection concerns
2	PPG children who have low attendance due to isolations & family circumstances, can be challenging to address and support some of these families
3	PPG children limited access to IT devices at home to complete home learning tasks in the event of isolation
4	PPG children who are working below age expected standards in Maths & English
5	PPG children who have behaviour as a barrier to learning
6	PPG children have been identified as having very low confidence/ social skills/ self esteem – contributing to a barrier to learning
7	Majority of PPG children do not access extra curricular activities focusing on their talents / interests
8	PPG children who are not included in specific interventions – must have access & strategies in place to help them develop their knowledge & understanding

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
Opportunities to spend time with learning mentor/ trusted adults	Vulnerable children kept safe & comfortable. Struggling families receive support
Regular phone calls & messages to check in with absentees & monitor families with repeated isolations. Ensure children have access to remote learning	Improved attendance due to regular school contact. Children in isolation complete home learning tasks, limiting chance of widening gaps

<p>Staff to be aware of how children access home learning & provide support. All children to use google classroom in class & at home. DFE devices to be given out for home learning if required.</p>	<p>Equal opportunities to complete work set for home learning. Ipad/ notebooks/ Paper / appropriate tools provided to access activities limiting gaps in attainment.</p>
<p>Interventions based on data from previous assessments (Teaching Assistants) & progress monitored (Class teachers). PP lead train staff on 'Tiered Approach' from Education Foundation to encourage targeted teaching. Rochdale FC run Reading Intervention group to Y6 to develop reading strategies through sport.</p>	<p>Teachers aware of gaps & areas of targeted improvement for each child working below expected standards. Tiered approach embedded with all staff, gaps in attainment & learning will close.</p>
<p>Learning Mentor continue to work with identified children who are struggling with behaviour. Clear visuals & expectations in class. Forest school to enable children to develop strategies to deal with negative behaviour</p>	<p>Children have strategies in place to deal with any negative behaviour triggers</p>
<p>Weekly PSHE lessons & Forest school to focus on self confidence.</p>	<p>Develop confidence and improve self esteem. Forest school to provide teamwork activities to focus on the children's talents.</p>
<p>Rochdale FC run a multi sports after school club for PPG children</p>	<p>Make children aware of their talents & nurture skills</p>
<p>Tiered approach embedded & used to target PPG children. Targets to close gaps & 'push' children working at expected. Children & staff to be aware of targets, monitored each half term by PP lead.</p>	<p>Children & teachers work together using targeted classroom intervention where possible. All PPG children accessing something additional to their learning to close gaps or push children on.</p>

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: £ 1,576

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>PP Lead</i>	TLR payment to aid Lead to develop and share knowledge with staff	1-8

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

Budgeted cost: £ 21,238

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching Assistants</i>	Interventions, class support	4 5 8

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

Budgeted cost: £ 23,149

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Rochdale FC</i>	Interventions through sport, After School club	4 7
<i>Learning Mentor</i>	Role to support PPG children	1 2 4 5 6 8

Total budgeted cost: £ 45,963

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 2020 to 2021 academic year.

Throughout the year we have targeted 'intervention children' in class rather than in groups and this has benefited PPG as some children have been able to work 1:1 or in smaller groups than usual. All PPG children were accessing something additional to support their academic learning. This may have been to help children develop their progress towards expected standard or push them towards greater depth.

Children who were struggling with the return to school after the summer had support from Mrs Ryder to help deal with their anxieties and teachers encouraged children to talk about any worries to try and remove those barriers to learning.

Children entitled to Free School Meals were contacted during October half term to ensure families were aware of government schemes and provide support if needed. During bubble closures, vulnerable & Free School Meal families were contacted to ensure they had appropriate support for the children and families.

Teachers ensured all children but specifically PPG had access to online resources at home – if children did not have access, work packs were provided. Teachers ensured all children were logged on to Google Classroom in school. This ensured that if there was a bubble closure – children were already set up ready to learn at home.

Teachers gained an understanding of the hobbies & interests of their PPG children in order to encourage them to follow their talents and give them time to do this. This made it easier in Spring to support them with their hobbies at home.

Following the assessments carried out in the Autumn term (prior to the Spring 2021 lockdown), the majority of year groups across school have seen an increase in the average standardised score in Reading, Writing & Maths for the PPG pupils. This is broken down into Key Stages below which focuses on average Standardised Scores in Reading, Writing and Maths.

KS1

YEAR 1 –

	<u>Average Standardised Score 2019/2020</u>	<u>Average Standardised Score 2020/2021</u>
<u>Reading</u>	N/A	89
<u>Maths</u>	N/A	97
<u>Writing</u>	N/A	S1E

Year 2

	<u>Average Standardised Score 2019/2020</u>	<u>Average Standardised Score 2020/2021</u>
<u>Reading</u>	99	101
<u>Maths</u>	113	103
<u>Writing</u>	S1E	S2D

Within Year One, a particular area highlighted was the average standardised score for the Reading assessment. PPG children had an average of 89 while non-PPG children are averaging at 100. The staff have targeted certain PPG children as daily readers and put in place interventions, as well as opportunities for shared reading, to support this.

During lockdown, staff were delivering whole class stories to their bubbles to keep up the focus on reading. The staff also delivered daily zoom phonic sessions during bubble closures. School have also provided each child across school with a reading book to support our Reading for Pleasure scheme.

For Year Two, the average standardised score for Maths has gone from 113 in Autumn 2019 to 103 Autumn 2020. Although this is a decrease, the PPG children are still averaging at national average. However, to ensure any gaps are still being focused on KS1 staff have put specific interventions in place within the provision to ensure PPG children are targeted and supported.

LKS2

YEAR 3

	<u>Average Standardised Score 2019/2020</u>	<u>Average Standardised Score 2020/2021</u>
<u>Reading</u>	88	94
<u>Maths</u>	90	93
<u>Writing</u>	S1D	S2D

Year 4

	<u>Average Standardised Score 2019/2020</u>	<u>Average Standardised Score 2020/2021</u>
<u>Reading</u>	93	94
<u>Maths</u>	90	98
<u>Writing</u>	S3E	S3E

Overall, the average standardised score across Reading, Writing and Maths has shown good progress, increasing from Autumn 2019 to Autumn 2020.

The staff in LKS2 highlighted Writing as one of their 'spotlight' areas. Across the department, they have adapted the non-negotiable criteria we use across school to ensure that the basic skills of sentence structures are being followed. During lockdown, writing has been one of the most difficult things to target so encouraging children to concentrate on the basics is helping with our aim to bridge any gaps which will help children increase their progress through the school. Across LKS2, staff have set up a range of interventions which will be happening within the classroom.

Teachers have identified daily readers and ensured that PPG children are accessing one to one support time with their class teacher to support their needs. All PPG children have received specific workbooks which they will work through with adult support. The books either aim to close gaps or are 'stretch' books to support those PPG children already at expected.

UKS2

YEAR 5

	<u>Average Standardised Score 2019/2020</u>	<u>Average Standardised Score 2020/2021</u>
<u>Reading</u>	89	83
<u>Maths</u>	89	89
<u>Writing</u>	S3D	S3D

Year 6

	<u>Average Standardised Score 2019/2020</u>	<u>Average Standardised Score 2020/2021</u>
<u>Reading</u>	87	82
<u>Maths</u>	87	80
<u>Writing</u>	S5E	S6E

Year Five has a high percentage of children who are working below national average across Reading, Writing and Maths, with the gaps and need for support increasing due to lockdowns. However, there is a difference in the average standardised scores for PPG children and non-PPG children within the year group. An example is 90% of PPG children are working well below the national average for Writing (average score of S3D) compared with 46% of non-PPG children (average S5E). This shows that overall, there is a huge area of need within our Year Five cohort, especially PPG children.

The UKS2 department have put in place various interventions within class to target specific children. To help address the concerns in writing, the staff have adapted the delivering of English lessons to break down the genres being covered in class – this includes daily grammar sessions at the start of each English lesson.

Teachers have planned a wide range of opportunities for writing across the curriculum topics and from timetabled regular moderation across the department to ensure consistency when assessing writing. The staff have also ensured all PPG children are having 1:1 time with their class teacher each week to focus on their specific areas of support.

Children are also being 'coached' by teachers to become more independent in checking their own writing and recognising their areas of improvement. This has enabled children to become more aware of their own areas of support and work with staff to develop these areas.

In relation to the average standardised score for Reading in Year Six, there has been a slight decline since Autumn 2019, however, again, following the trend across school, many interventions are taking place and support is being given to specific children to help close those gaps.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider