

Pupil premium strategy statement

Pupil Premium Strategy Statement 2022 – 2023

St. Mary & St. Thomas Aquinas Catholic Primary School



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.

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. Mary & St. Thomas Aquinas Catholic Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	10% / 22 children
Academic year/years that our current pupil premium strategy plan covers	2022 / 2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Miss Elaine White & Mr. James Craig
Pupil premium lead	Miss Elaine White & Mr. James Craig
Governor / Trustee lead	Mrs Sarah Meikle

Funding overview

Detail	Amount
FSM / Ever6	£18,830.00
Service Children	£930.00
LAC	£11,725.00
Pupil premium funding allocation this academic year	£31,485.00

Part A: Pupil premium strategy plan

Statement of intent

The targeted and strategic use of Pupil Premium funding at St. Mary & St. Thomas Aquinas Primary School ensures that our disadvantaged pupils receive the highest quality of education.

Our intent is to:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Remove barriers to learning created by poverty, family circumstance and background.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Access a wide range of opportunities to develop their skills, knowledge and understanding.
- Enable pupils to look after their social and emotional well being and to develop resilience.

Achieving our Objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Target funding to ensure that all pupils have access to educational visits, residential, first - hand learning experiences.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil

premium plan, pupil progress discussions, specific intervention and supports for individual pupils and this will be reviewed at least termly.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils have low starting points and / or attain less well than their peers
2	Gaps in reading, writing, phonics and maths
3	Social, emotional and mental health challenges - including resilience
4	Some parents work long hours and have limited free time – support for learning outside of school
5	Access to wider opportunities

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
Pupils attain as well as non – PP peers.	Statutory and internal data evidences pupils meeting age related expectations.
Pupils progress as well as non – PP peers.	Statutory and internal data evidences pupils demonstrating similar or better progress than non- PP peers.
Pupils are able to self regulate and manage emotions in appropriate way.	Internal data shows progress.
Pupils achievement in wider curriculum subjects is at least in line with non-PP pupils.	GAP data shows the PP pupils achievement broadly in line with PP pupils. Pupil voice shows a greater understanding of the world around them.

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: £ 22,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc	Pupils make accelerated progress. Pupils are at least in line with all other pupils nationally. Consistency of reading and phonics teaching practice across the school.	1 and 2
Talk Boost for EYFS	Pupils make accelerated progress. Pupils are at least in line with all other pupils nationally. Pupils confidence to articulate the written word and speak with confidence has improved	1 and 2
Employment of Specialist Teachers	Pupils make accelerated progress. Pupils have access to a broad/balanced curriculum and access to wider opportunities.	3 and 5
Additional part time TA to lead on intervention programmes	Pupils make accelerated progress. Pupils are at least in line with all other pupils nationally.	1 and 2

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

Budgeted cost: £ 5,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Times Tables Rockstars	Pupils make accelerated progress. Pupils are at least in line with all other pupils nationally. Increased practice at home.	2 and 4
TA employed to deliver reading interventions	Pupils make accelerated progress.	1 and 2

	Pupils are at least in line with all other pupils nationally.	
Read, Write, Inc small group phonic intervention	Pupils make accelerated progress. Pupils are at least in line with all other pupils nationally. Attainment gaps are decreased.	1 and 2

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

Budgeted cost: £ 3,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider curriculum opportunities	Pupils have access to a wide range of activities within and beyond the curriculum, experience to enhance their cultural capital.	3 and 5
Wild Passport	Opportunities provided to develop life skills along with improving resilience and growth mindset.	3 and 5
Music tuition	Pupils have access to a wide range of activities within and beyond the curriculum, experience to enhance their cultural capital.	3 and 5
Mindfulness Sessions / Counselling	Pupils have strategies and tools that support them in managing their own mental health and well-being including resilience.	3
Motivational certificates/ rewards	Learning behaviour and attitudes are outstanding.	1,2 and 3

Total budgeted cost: £31,145

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.

Key areas of impact:

- 80% of EYFS pupils (20% PP), were assessed as having a Good level of Development at the end of Reception in July 2022.
- 90% of Year 1 pupils (3% PP) were teacher assessed as meeting the required standard to pass the PSC in June 2022.
- Year 2 pupils were teacher assessed in July 2022 and the following shows the % of those achieving at least age related expectations
Reading = 93 %,Writing = 86 %,Maths = 93 %
- 100% of Year 4 pupils (10 % PP) met the required standard for the Multiplication Tables check in June 2022 with a score of 20 or above..
- Year 6 pupils were teacher assessed in July 2022 and the following shows the % of those achieving at least age related expectations.

Reading = 94%,Writing = 97%,Maths = 97%

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
PixLs online platform	PixLs
Oxford Owl Reading	Oxford Reading
TT Rockstars	Play.ttrockstars.com