

# Pupil premium strategy statement (Primary)-St Thomas of Canterbury School 2020-2021



| 1. Summary information |  |                                  |         |  |        |
|------------------------|--|----------------------------------|---------|--|--------|
| School                 | St Thomas of Canterbury Primary School |                                  |         |  |        |
| Academic Year          | 2020/21                                | Total PP budget                  | £26,000 | Date of most recent PP Review                  | Nov'18 |
| Total number of pupils | 251                                    | Number of pupils eligible for PP | TBC     | Date for next internal review of this strategy | Dec 20 |

| 2. Current attainment (Data for 2018-2019)                         |                                      |   |
|--|--------------------------------------|---|
| Number of pupils eligible for PP in Y6 2018-2019 =                 | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| % achieving expected standard or above in reading, writing & maths |                                      | 92%   |
| % reaching expected standard in reading                            |                                      | 96%   |
| % reaching expected standard in writing                            |                                      | 96%   |
| % reaching expected standard in maths                              |                                      | 96%   |

| 3. Barriers to future attainment (for pupils eligible for PP)                                     |   |
|---|---|
| In-school barriers  |   |
| A.  | Other year group data shows that there is a small gap in attainment between the small PP cohort and non PP                                |
| B.  | Low numbers of PP children in school mean we have to look at more subtle, innovative ways to raise standard and profile of PP ch.         |
| C.  | Across the PP cohort, there is no common theme of barriers, rather, each child has individual challenges including many children with SEN |
| External barriers (issues which also require action outside school, such as low attendance rates) |   |
| D.  | Attendance Data for September 2020 PP = 81% Non-PP children = 88.72%  |
| 4. Desired outcomes   |   |
|   | Success criteria  |

|                  |   |   |
|------------------|---|---|
| <p><b>A.</b></p> | <p><b>Staff training and monitoring</b></p> <p>Consistency of approach in teaching and learning across school in supporting PP pupils to attain in line or above non-PP pupils through a well-structured, ambitious, innovative and research based curriculum</p> <p>Teachers to be trained in Philosophy for Children (P4C) approach to support all children (with a focus on PP pupils) to develop meta-cognitive skills and enhance their vocabulary</p> | <p>Monitoring of teaching across schools shows the majority of teachers to be high performing</p> <p>Individual Learning Plans (ILPs) in place for any children not on track in any area</p> <p>Philosophy 4 Children in built into the curriculum offer for all children</p>   |
| <p><b>B.</b></p> | <p><b>Removing barriers to learning</b></p> <p>Attendance and punctuality for children receiving Pupil Premium (1)</p> <p>Quality and availability of high quality reading books (2)</p> <p>Technology challenges for accessing remote learning (3)</p>   | <p>(1) Attendance and punctuality in line or above school targets of 97% with lateness/attendance challenges quickly rectified through Attendance Improvement Meetings</p> <p>(2) Teachers to spend time with each child in receipt of PP to establish reading interests and wish list which can then be ordered and taken home</p> <p>(3) Children in receipt of PP are given technological access based upon identified need</p>                                |
| <p><b>C.</b></p> | <p><b>Celebrating success; engagement with parents; improving relationships.</b></p> <p>The school has in place a simple system for supporting all pupils to reflect on and develop their learning behaviours. (1)</p> <p>Positive achievements and learning behaviours are shared with parents. (2)</p> <p>For all CTs to establish a positive working relationship with PP in their classes. (3)</p>  | <p>(1) Improvements in Commitment to Learning (CTL) scores and early identification of any potential barriers facing children in their school life</p> <p>(2) Information on learning behaviours shared with parents via parents' evenings and termly reports and teachers are making 3 positive phone calls for every 1 which is about reflection</p> <p>(3) CTL and Pen Portraits to be completed with CTs 1-1 in Autumn Term and re-visited in Summer Term</p> |

## 5. Planned expenditure

Academic year 2020-2021

£26,000 total (£24,000 – staffing/training) (£2,000 – resources)

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

| Desired outcome   | Chosen action / approach  | What is the evidence and rationale for this  | How will you ensure it is implemented well?   | Staff lead  | When will you review implementation?  |
|---|---|--|---|---|---|
| Quality First Teaching  | All teachers trained in:<br>Maths Mastery<br>RWI<br>Ark Curriculum Plus<br>Healthy Minds<br>P4C<br><br>Ensuring all CPD is in line with Teacher Development Trust principles<br><br>Total fidelity to the RWI programme<br>Engaging in the Teresa Cremin Research Project                 | All these curriculum approaches are research/evidence based and have huge impact on children from disadvantaged backgrounds<br><br>Evidence shows that Quality First Teaching has the biggest impact on pupil outcomes | Rigorous subject leader monitoring<br>Aligning strategic priorities to ensure they are focused relentlessly on outcomes for pupils<br><br>St Thomas of Canterbury Teacher Development pathway gives comprehensive and rigorous overview of CPD and monitoring for staff | Curriculum Lead:<br>Sarah Lambert (AHT)<br>Reading Lead:<br>Laura White<br>Liam Colclough (HoS) | Reading Lead meets with HoS every 2 weeks<br>Subject leaders monitor books at least monthly and lesson half-termly<br>All teachers receive bi-weekly coaching drops in from mentors/coaches |
| Becoming a school that is renowned for developing a culture of Reading for Pleasure | Making maximum use of STAR Reading and Accelerated Reader to forensically evaluate reading attainment across school<br>All children to leave the phonics programme by end of Y1 and leave KS2 as fluent readers<br><b>Creating, introducing and embedding the school Reading Strategy</b> | Reading is one of the biggest determining factors of life chances and therefore our approach is to ensure that every child leaves St Thomas of Canterbury as a fluent, engaged reader                                  | English Team work coherently across school to ensure that early reading is exceptionally well taught, and that the English Subject Development plan builds in frequent opportunities for teachers to talk to children about books and book choices                      | Reading Lead:<br>Laura White<br>Lauren Mckay (English Team)<br>Liam Colclough (HoS)             | Mastery English development day (once per year)<br>Evaluation of AR and STAR data (monthly)<br>Teachers speaking to children daily<br>3 data points per year                                |

**Total budgeted cost**

£6000

### ii. Targeted support

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|-----------------|--------------------------|---|---|------------|--------------------------------------|
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|--|--|--|--|-------------------|---|
| <p>All PP children demonstrate improved reading and maths scores on assessments (eg Lexia levels, Star assessment scores)</p> <p>All children pass the phonics screening check at the end of Y1 and graduate from the RWi phonics programme by the end of Y1</p> | <p>PP (initially KS1) children who are below in reading are given opportunities to read with an adult 1-1 on a regular basis.</p> <p>Whole school focus on being a school that loves reading and every PP child to be a fluent reader ('to get children through the reading gate' – RWI) Before school tutoring for any children below in phonics</p> <p>Children will be read to every day in class by the CT (storytime)and read within English (class text) and within RWI programme.</p> | <p>Fluency in reading is critical for reading development.</p> <p>Accessing good quality texts is important for vocabulary and language development.</p> | <p>RWi phonics assessments<br/>STAR Reading assessments<br/>Lexia assessments<br/>AR (Accelerated Reader) quiz responses</p> | <p>SLT/CM</p>     | <p>Dec 2020</p>                             |
| <b>Total budgeted cost</b>   |  |  |  |                   | £1000                                       |
| <b>iii. Other approaches</b>   |  |  |  |                   |   |
| <b>Desired outcome</b>   | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b> | <b>When will you review implementation?</b> |

|   |  |   |   |                          |  |
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| Improved Commitment To Learning Scores for each child in receipt of PP from Autumn to Summer term, reflected in attainment outcomes | CTs to complete Commitment to Learning questionnaires with pupils in both autumn term 2 and summer term 1.   | Improved CT knowledge and understanding about individual pupils' needs and views.<br>1-1 time encourages a positive relationship between pupils and teachers. | Send out questionnaires to CTs (Y1-6)<br>Evaluate the questionnaires from autumn to summer.     | CM                       | November 2020  |
| Ensuring all teachers are confident in handling data and using data to inform their practice.                                       | Educater system – using this new school system in order to become familiar with inputting and collating data about pupils.<br><br>Provision maps and ILPs show teachers putting in place additional provision for pupils below in any area and that targets for impact of this provision are meaningful and measurable<br><br>Bottom 20% document sees reduction in children on it from Autumn to Summer Term 2021 | DFE briefing paper notes: School cultures and practice: supporting the attainment of disadvantaged pupils (Aug '18)   | Termly data input into Educater<br><br>Evaluation of provision maps and ILPs termly             | LC/NH/CM                 | September 2020<br>December 2020<br>March 2021<br>June 2021 |
| Maximising engagement in sporting activities for children who receive PP  | To ensure that every child in school is given the opportunity to represent the school in a sporting event  | We know that to do well, pupils have to feel well. Our commitment to high quality PE and wider opportunities for sporting participation represent this        | PE and School Sport participation spreadsheet<br><br>Termly PE celebration assemblies (virtual) | GA (PE Lead)<br>LC<br>CM | December 2020<br>March 2021<br>June 2021                   |
| <b>Total budgeted cost</b>  |  |   |   |                          | £1000  |

| 6. Review of expenditure   |  |  |  |  |
|--|--|--|--|--|
| Previous Academic Year   |  | 2019-2020  |  |  |
| i. Quality of teaching for all   |  |  |  |  |
| Desired outcome  | Chosen action / approach   | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | Lessons learned (and whether you will continue with this approach)   | Cost                                       |
| The teaching profile (TOAP) across school shows that teachers are developing within each area of teaching in line with the high expectations of the school | SLT monitoring<br>TRGs<br>Lesson study<br>Personalised CPD menu<br>Teacher Development Pathway | CPD and teaching profile was reviewed half-termly, with each teacher meeting with a coach or mentor on at least 2 occasions each half-term and was developed in line with Teacher Development Trust principles of effective CPD<br>All key actions around the teacher development pathway and CPD were enacted | TOAP system has now been refined and simplified further into a comprehensive Teacher Development Pathway suite of documents.<br><br>These documents will form part of the 'Teaching Excellence Overview' which we believe will have significant impact upon outcomes | £21,143<br><br>Staffing and training costs |
| ii. Targeted support   |  |  |  |  |
| Desired outcome  | Chosen action / approach   | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | Lessons learned (and whether you will continue with this approach)   | Cost                                       |

|  |   |  |  |         |
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| That all class teachers know their PP children well and can identify any barriers for learning | Individual learning plans and Pen Portraits established for each PP child in school | <p>Raised profile of PP for each class teacher was achieved and this came through in feedback from class teachers</p> <p>ILPs were evidenced evaluated and re-developed</p> <p>Increased positive relationship with pupil and CT through 1-1 time.</p> | <p>This was a really positive way of CTs learning more about their individual PP children in class. The teachers valued the 1-1 time with the pupils.</p> <p>Myself as a Leaner questionnaires were also completed. Where these were completed twice at different points of the year, a rise in confidence levels were evident by pupils. These will be replaced by Commitment To Learning Questionnaires in 2020-2021</p> <p><b>Pen Portraits to be completed once in the first term.</b></p> | No cost |
|--|---|--|--|---------|

### iii. Other approaches

| <b>Desired outcome</b>   | <b>Chosen action / approach</b>   | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | <b>Lessons learned</b> (and whether you will continue with this approach)  | <b>Cost</b> |
|--|---|---|--|-------------|
| Attendance of PP children has increased and is close to, or line with non PP peers | <p>Increased focus on attendance through individual attendance plans.</p> <p>Reference to attendance in Pupil Progress presentations.</p> | <p>There was a definite increase in focus on attendance through the Termly Attendance Report and subsequent maximising attendance plans/meetings</p> <p>Attendance plans also enabled follow up on those children with poor attendance.</p> <p>PP attendance to March 2020=</p> | <p>This approach will be continued as it enabled a clear focus and follow up on those with poor attendance and how this can affect learning.</p> <p>Termly Attendance Reports will now be half-termly so that data trends can be picked up more quickly and so that strategies can be put in place in an extremely timely way.</p> | 0           |

|  |                                   |  |  |   |
|--|-----------------------------------|--|--|---|
| Improving literacy skills for KS2 PP children  | Regular access to Lexia programme | PP children had regular access to the Lexia intervention.<br><br>All pupils made 2-4 levels of progress within the year, with one pupil making 6 levels of progress! Only one pupil made no progress (this was due to additional SEN). | Continue to focus on PP children to access the Lexia programme on a regular basis in school.                               | £2,600<br><br>Renewal of license for 36months |
| All PP pupils to have access to breakfast or after school club provision if required | Subsidised rate for PP families   | 8 pupils attended breakfast club and after school club regularly.  | Not many families take up this provision, but it is valued by those families that do, so this will continue to be offered. | £1,840  |

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Teacher Development Pathway

Professional Development Meetings (PDM) Overview

Reading Strategy

Reading For Pleasure Introductory Powerpoint

Philosophy 4 Children training slides

Ark Curriculum Plus Curriculum rationale powerpoints

