



Pupil Premium Strategy Statement (Primary) St Thomas of Canterbury Catholic Primary School

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 Thomas of Canterbury School
Number of pupils in school	34
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2021 2021-2022
Date this statement was published	1 st October 2021
Date on which it will be reviewed	16 th July 2021
Statement authorised by	Liam Colclough
Pupil premium lead	Cally Murray
Governor / Trustee lead	Emma Chatten

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,000
Recovery premium funding allocation this academic year	£0
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	£26000



Part A: Pupil premium strategy plan

Statement of intent

Our aim as a school is to ensure that all Pupil Premium recipients are working in line with their peers at each stage of the academic year. We automatically class PP pupils as vulnerable and therefore place significant and long-standing emphasis on tracking their attainment, required support and educational experiences to ensure that we are giving them the very best opportunities to maximise their life chances. The school's mantra is 'All children, all backgrounds, all succeeding' and for this to become manifest, our most vulnerable and disadvantaged learners need to be placed front and centre of our decision making process.

Challenges

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

Challenge number	Detail of challenge
1	Some of our PP children have fluctuating attendance at different points throughout the school year
2	Some of our PP children face multi-factorial disadvantage through life experiences

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
<i>Consistency and fidelity of high quality teaching approach across school, with a highly ambitious curriculum</i>	<ul style="list-style-type: none"> All teachers at least meeting the school expectations, with the majority high performing External verification of the school's SEF judgements in the quality of education section
To be a fully Trauma Informed School	<ul style="list-style-type: none"> Clear approach for identifying and supporting pupils who have experienced Trauma This is known and understood by all staff This is being led by the Learning Mentor and Trauma Informed Lead (Emma Lancaster) who is working closely with the SENCO (Dora Poulton)



For all disadvantaged pupils to have attendance in line with the school target of 97%

- Maximising attendance strategy is fully embedded
- Rapid improvement in attendance for any child identified as being below the attendance target for the school (97%)



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: £ 14000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching: All teachers trained in: Maths Mastery RWI Ark Curriculum Plus Healthy Minds P4C Engagement in SSAT EFA (Embedding Formative Assessment) project Ensuring all CPD is in line with Teacher Development Trust principles	All these curriculum approaches are research/evidence based and have huge impact on children from disadvantaged backgrounds Evidence shows that Quality First Teaching has the biggest impact on pupil outcomes EEF research linked to metacognition and retrieval strategies and the subsequent impact on learning and academic achievement/attainment	2
Becoming a school that is renowned for developing a culture of Reading for Pleasure: Total fidelity to the RWI programme Engaging in the Teresa Cremin Research Project	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	2

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

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All PP children demonstrate improved reading and maths scores on assessments (eg Lexia levels, Star assessment scores)</i>	Standardised scores are sampled across 4 million children and are highly effective gap analysis tools for individual learning plans	1



<p><i>All children pass the phonics screening check at the end of Y1 and graduate from the RWi phonics programme by the end of Y1</i></p>	<p>Fluency in reading is critical for reading development. Accessing good quality texts is important for vocabulary and language development.</p>	<p>1</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Train Learning Mentor to diploma level for Trauma Informed Schools UK (TISUK)</p>	<p>Deep research base around the impact of Trauma Informed practice</p>	<p>1 + 2</p>
<p><i>One day per week release time for Trauma Informed mentoring and tutoring and targeted 1-1 support for children in crisis</i></p>		<p>1+ 2</p>
<p><i>Attendance monitoring, analysis and actions</i></p>	<p>Impact of high attendance on retention and retrieval of knowledge</p>	<p>1 + 2</p>

Total budgeted cost: £ 26000



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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	For 1 pupil; used for targeted mentoring and emotional check-ins, in addition to creating time for 1:1 teacher time at regular intervals throughout the year
What was the impact of that spending on service pupil premium eligible pupils?	The child in progress made accelerated progress in reading, writing, maths and GPV





Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.