



**St Ralph
Sherwin**
Catholic Multi Academy Trust

3 Year Pupil Premium Strategy Plan

St Thomas

SUMMARY INFORMATION

PUPIL PREMIUM LEADERSHIP INFORMATION 2021/22

Pupil Premium Lead

Michael Sellors

Governor Lead

Dave Conlon

CURRENT PUPIL INFORMATION 2021/22

Total number of pupils:	242	Total pupil premium budget:	£53800	Date of most recent PP Review:	N/A
		Carried over funding from 2020/21:	£0		
		Recovery Premium Funding:	£6380		
Number of pupils eligible for pupil premium:	58	Amount of pupil premium received per child:	£1345	Publish Date:	21/12/2021
Proportion of disadvantaged pupils:	21.9%	Date for next internal review of this strategy:	July 2022	Statement authorised by:	Graham Lobb

PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	30	52%
Girls	28	48%
SEN support	6	10%
EHC plan	2	3%
EAL	4	7%

Assessment data for previous 3 years *

EYFS DATA 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving Good level of development (GLD)	70%	80%	77%	57%	74%	72%
% meeting EXP or exceeded in Reading	70%	88%	83%	62%	79%	77%
% meeting EXP or exceeded in Writing	70%	84%	80%	58%	76%	74%
% meeting EXP or exceeded in Maths (Number)	70%	88%	83%	66%	82%	80%
EYFS DATA 2017-18						
% achieving Good level of development (GLD)	75%	81%	80%	57%	74%	72%
% meeting EXP or exceeded in Reading	87%	89%	89%	62%	79%	77%
% meeting EXP or exceeded in Writing	87%	89%	89%	59%	76%	74%
% meeting EXP or exceeded in Maths (Number)	87%	100%	97%	66%	82%	80%
EYFS DATA 2016-17						
% achieving Good level of development (GLD)	71%	85%	82%	56%	73%	71%
% meeting EXP or exceeded in Reading	71%	85%	82%	63%	79%	77%
% meeting EXP or exceeded in Writing	71%	89%	85%	58%	76%	73%
% meeting EXP or exceeded in Number	71%	89%	85%	66%	81%	79%

PHONICS 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% of pupils passing Phonics Screening Check	100%	93%	94%	71%	84%	82%
PHONICS 2017-18						
% of pupils passing Phonics Screening Check	100%	90%	91%	70%	84%	82%
PHONICS 2016-17						
% of pupils passing Phonics Screening Check	100%	97%	97%	68%	83%	81%

KSI ATTAINMENT 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving expected standard or above in reading, writing and maths	20%	83%	74%	N/A	N/A	N/A
% meeting expected standard or above in reading	80%	93%	91%	62%	78%	75%
% meeting expected standard or above in writing	20%	83%	73%	55%	73%	69%
% meeting expected standard or above in maths	80%	93%	91%	62%	79%	76%
KSI ATTAINMENT 2017-18						
% achieving expected standard or above in reading, writing and maths	0%	73%	71%	N/A	N/A	N/A
% meeting expected standard or above in reading	100%	88%	88%	60%	78%	75%
% meeting expected standard or above in writing	0%	78%	74%	53%	73%	70%
% meeting expected standard or above in maths	100%	82%	83%	61%	79%	76%

KSI ATTAINMENT 2016-17						
% achieving expected standard or above in reading, writing and maths	67%	58%	59%	N/A	N/A	N/A
% meeting expected standard or above in reading	100%	84%	85%	61%	78%	76%
% meeting expected standard or above in writing	100%	65%	68%	52%	71%	68%
% meeting expected standard or above in maths	67%	77%	77%	60%	78%	75%

KS2 Data 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
Ks2 Attainment RWM combined	62%	67%	63%	51%	71%	65%
Progress score in reading	-0.3 (-4.5 to 4.0)	-0.98	-0.8 (-2.9 to +1.2)	-0.62	0.32	0.03
Progress score in writing	-2.5 (-6.4 to +1.4)	-2.15	-2.2 (-4.1 to -0.3)	-0.50	0.27	0.03
Progress score in maths	+0.9 (-2.8 to +4.6)	-1.34	-0.8 (-2.6 to +0.9)	-0.71	0.37	0.03

KS2 DATA 2017-18						
Ks2 Attainment RWM combined	77%	75%	77%	51%	70%	64%
Progress score in reading	-1.6 (-7.5 to +4.3)	+1.8	+1.4 (-0.6 to +3.4)	-0.60	0.30	0.03
Progress score in writing	-0.3 (-6.0 to +5.2)	+0.2	+0.2 (-1.7 to +2.1)	-0.40	0.20	0.03
Progress score in maths	+1.1 (-4.2 to +6.4)	+0.3	+2.5 (+0.7 to 4.3)	-0.60	0.30	0.03
KS2 DATA 2016-17						
Ks2 Attainment RWM combined	43%	71%	66%	48%	67%	61%
Progress score in reading	-0.5 (-5.1 to +4.1)	-1.0	-0.9 (-3.1 to +1.2)	-0.70	0.30	0.00
Progress score in writing	-0.4 (+4.9 to +4.1)	-1.1	-0.9 (-2.9 to +1.1)	-0.40	0.20	0.00
Progress score in maths	-1.9 (-6.1 to +2.3)	-1.0	-1.2 (-*3.1 to 0.7)	-0.60	0.30	0.00

ATTENDANCE DATA			
	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2020 - 21 (Pandemic year)	95.0%	97.5%	N/A
2019-20 (Pandemic year)	94.7	96.1%	N/A
2018-19	94.9%	96.7%	96%
2017-18	94.3%	96.4%	95.8%

* No individual school or national attainment data is available for the 2019-20 & 2020-21 academic years, due to the Coronavirus pandemic.

BARRIERS TO FURTHER ATTAINMENT		
In-School Barriers (such as poor literacy skills)		
A	Teacher assessments show that some of our PP are lacking in cultural capital compared to their peers.	
B	Monitoring has shown a gap in the use and understanding of higher-level vocabulary for some Pupil Premium children	
C	Some PP children have additional needs such as emotional that can impact their learning.	
External Barriers (such as poor attendance)		
D	A small group of Pupil Premium children have lower attendance than their peers.	
E	Some PP pupils have lower parental engagement to support their child’s learning.	
Desired Outcomes/Aim		
	Outcome/Aim	Success Criteria
A	To raise attainment in writing for disadvantaged pupils	Individual FFT50 targets for each child are achieved
B	To improve the quality of vocabulary used by PP children both verbally and in written form.	Targeted learning walks shows an improvement in subject specific vocabulary Discussions with teachers. Book Looks will show an improved level of vocabulary used by PP children.
C	To raise attainment in maths for disadvantaged pupils	The gap between PP and non-PP children in KS1 and KS2 in end of year assessments is closed.
D	To increase the engagement of parents/carers at home.	Regular monitoring of reading records show children are reading/being heard read daily. Homework to be completed on time. All PP children accessing the home learning in the event of any self-isolating occurring.
E	To improve the attendance of PP children.	Attendance of PP children is in line with the attendance achieved by non-PP children.

3 YEAR PUPIL PREMIUM STRATEGY

TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)

Member of staff responsible: MS/ AG

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. annual Costings	Success measure
1.		To raise the standard of writing for pupils by introducing and embedding new English scheme. (including phonics and spelling)	Dec 2020 tWs Apr 2022 Ph/ Sp	£11000	School has clear structure for the teaching in English – including SPaG
2.		Subject Leaders given time to ensure their subject is resourced, planned, delivered and assessed to a high standard.	Half termly	£4000	All teaching to be a least GOOD Curriculum judged to be GOOD in all subjects
3.		Children working in small, targeted groups working on phonics, writing skills and maths.	Ongoing- reviewed half termly.	£4000	Children within these small group sessions show an improvement in their attitude to learning, their self-confidence and ability.

TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible: MS/ GW

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings	Success measure
1	All children to have access to high quality catch-up software to include Century, Nessy, TTRockstars and Numbots (where appropriate)	Ongoing	£3500	All children access relevant support for areas of need
2	SENDCo reviews intervention success and monitors the achievement of PP children in raising their attainment	Termly	£2500	Provision map is updated Clear next steps for intervention are discussed and agreed with Class teachers
3	SLTG will be targeted at PP children	April 2022 July 2022	£2000	PP close the gap on their peers in writing and Maths
4.	Every PP child is heard read daily	Ongoing	£2000	PP have more engagement in reading and reading assessment levels show a narrowing of the gap to non PP children.

WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)

Member of staff responsible: MS

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings	Success measure
1.		Learning Mentor to be recruited and trained in Positive Play delivery and ELSA	1.9.2021 31.1.2022	£21000 £1500	Children with additional MH needs have regular access to high quality support
2.		Positive play sessions to take place for pupils. More staff trained to deliver Positive Play sessions	Ongoing	£2000	Social skills and confidence improved for PP pupils.
3.		PP children to have school trips funded	Ongoing.	£3000	PP are able to access the curriculum fully
4.		PP children to access outdoor learning	Ongoing	£8000	PP children's confidence and independence is improved.

PUPIL PREMIUM ACTION PLAN: 2021/22

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
TP1	For children to be confident readers and apply sound phonetic knowledge in their reading.	DfE approved systematic synthetic phonics programme- Essential Letters and Sounds to be introduced for all EYFS/KS1	EL&S is 1 of the DfE's approved systematic synthetic phonics programmes	<p>Training provided for all members of staff- Phonics Lead to lead on this.</p> <p>Phonic Observations to check on lesson process.</p> <p>Phonic screening checks to reflect progress points</p>	<p>LB</p> <p>LB</p> <p>LB</p>	<p>Feb 2021</p> <p>April 2021</p> <p>Termly</p>
TP1	For children to be confident spellers and apply sound phonetic knowledge in their writing.	Implement recognised spelling scheme – linked to the Write Stuff writing scheme across Y2-Y6	Spelling has long been a barrier to strong writing outcomes	<p>Training provided to all staff</p> <p>Spelling to be a focus of literacy book looks in Lent/ Pentecost</p> <p>Review of spelling NFER scores</p>	<p>LB</p> <p>AG</p> <p>AG/ LB</p>	<p>Sept 2021</p> <p>April 2021</p> <p>July 2021</p>
TOTAL estimated budgeted cost:						£6000
Of which from RP funding:						£5000

TARGETED ACADEMIC SUPPORT						
Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
TP3	For PP children to be prioritised in STLG tuition	After/ before school tutoring		Regular review in PPM	MS/ AG	April/ July 2022
TOTAL estimated budgeted cost:						£2500
Of which from RP funding:						£1380

WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
WP4	Increased attendance and engagement of PP children	Buying in Commando Joes to provide before school, in school and after school opportunities for outdoor learning		Regular communication with 'CJ' Speaking with CTs	MS/ AG	Half termly from Feb.
WP1/2		Learning mentor to be trained in ELSA and Positive Play. Other key staff to be PP trained	Increase of children with challenging MH/ personal circumstances need that opportunity to talk in school	Regular communication with CTs/ parents and key staff	GL	Termly
TOTAL estimated budgeted cost:						£5500
Of which from RP funding:						£1380

REVIEW OF 3 YEAR STRATEGY [2020/21]

*At least annually

Impact of Global Pandemic		
	Commentary	Next Steps
How do you know the impact of the pandemic on disadvantaged pupils (positive & negatives)?	GLD data significantly below normally expected. PASS test data showed some disadvantaged children with particular anxiety needs. Teachers' observations- for example, children who worked from home in lockdown less used to taking turns.	New PSHE scheme introduced that links with Covid issues that children face- resilience, online safety etc
How do you know disadvantaged pupils' starting points following lockdown across subjects?	NFER test data. Teacher's observations Century diagnostic data. Informal child interviews. Phonic test data well below expected levels.	Using NFER data to identify gaps in learning. Twice daily phonics sessions targeting phonics groups established.
What work have you done to establish the impact on pupils and their families?	SLT taking on more communication emails with parents – chats at the gate, phone calls and emails. Referrals made to social care when necessary. Learning mentor now employed.	This will continue
Do families know the impact of the pandemic on themselves and their child/ren?	Regular dialogue with parents through weekly and, often, twice weekly newsletters discussing the issues of the pandemic. Any children we have worries about are recorded on My Concern and dialogue made with parents when appropriate.	Parents' Evenings will promote two way dialogue of issues
How have you established what disadvantaged pupils have lost and gained – socially/emotionally and in their attitudes to learning? What has this told you e.g. from pupil discussions with staff?	Book looks and teacher observations reveal writing stamina of children is below expected levels. Pupil's levels of resilience is lower. Children's IT skills are improved through online learning.	Working hard on skills like resilience, will continue.

What learning/experiences positive and negative took place (influences) and what was the impact?	Many children who worked from home not as independent as expected as parents obviously done the work for them- need more support and reassurance in class.	Working on independence skills with children, for example, older Infants and Juniors are now dropped off at school gates rather than being walked into school by their parent/carer.
Impact of your strategies to mitigate/lessen the impact of lockdown?	First week back in September was less formal than normal- more time allowed for group work to get children working together more. Teachers understand that learning time has been lost so time needs to be allowed to catch up- expectations lower.	
What did children miss out on the most during the pandemic and their time away from their usual school routine? What do they need more of?	Cultural capital, Knowledge, routines, experiences, discussions	Socialising with their friends. School trips. Swimming lessons Structure of the school day. Y6 missed their residential trip away.
Have you identified more vulnerable groups because of this?	PASS tests did not reveal any surprises – children with needs already identified.	

TEACHING PRIORITIES

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
TP1	To introduce a new writing scheme. To introduce a new writing scheme.	High- teachers report that the children are engaged in lessons and the quality of writing is much improved.	We will continue. Seen as a real success. Add spelling element in 21/22
TP2	Subject Leaders given time to ensure their subject is resourced, planned, delivered and assessed to a high standard.	High- new curriculum introduced for foundation subjects- increased engagement by children especially in topic work.	This will continue to be used and revised yearly to ensure it is relevant and engaging.
TP3	Children to achieve their academic potential and close the gaps in learning.	High- a more structured teaching programme of spelling is being implemented in school As some children have suffered due to the pandemic, One Decision PSHE scheme is used throughout the school to ensure structured and progressive teaching and learning is taking place in all classes.	This will be continued and the impact measured.
TP3	Children working in small, targeted groups working on phonics, writing skills and maths.		

TARGETED ACADEMIC SUPPORT			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
TAS1	All Pupil Premium children in KS2 have access to 1 hour intervention weekly through direct teacher/ TA contact and Century	Med- this was useful when children came out of lockdown to address gaps in learning but children are encouraged to just use Century at school.	Not continued at school but encouraged at home. For closing the gaps and working on basic skills Teachers are now working with small groups of children in booster classes before school targeting basic skills in English and Maths.
TAS2	SENDCo reviews intervention success and monitors the achievement of PP children in raising their attainment	Med – SENDCo needs more time to do this effectively	To be continued by HoS to support
TAS3	Lexia app used- reading and spelling programme is accessed daily by PP children.	Low- this has had some effect but much more needs to be done.	Not continued- a new spelling scheme (The Write Stuff) introduced Sept 2021. Lexia replaced with Nessy.
TAS4	KS1 intervention- TA to work with small groups of pupils providing catch up learning.	Med- these have been replaced with twice daily phonics groups.	This will be continued
TAS5	Every PP child is heard read daily	High	To be continued

WIDER STRATEGIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
WS1	PSHE Lead has led CPD sessions in school to help staff use One Decision	High- children are engaged in lessons and in pupil interviews respond positively.	
WS2	Positive play sessions to take place for pupils.	Mid	Worked well when able to take place – with less restrictions will be more effective.
WS3	Any after school clubs, residential and trips will continue be provided free of charge to our PP children	Mid- many PP children engaging in after school clubs.	This will be continued.

ENGAGING STAFF, GOVERNORS & PARENTS	
How has this document been shared with stakeholders?	On school website where staff and governors are able to access it, through HT report.
How do you know staff understand the strategy and apply correctly?	Termly Pupil Performance meetings where PP children are discussed in depth