

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	Ss John Fisher & Thomas More Catholic Primary School
Number of pupils in school	306 <i>(excluding 62 Nursery pupils)</i>
Proportion (%) of pupil premium eligible pupils	150/306 (49%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 – 2023 (3 years)
Date this statement was published	19 th October 2021
Date on which it will be reviewed	1 st October 2022
Statement authorised by	Local Governing Body
Pupil premium lead	Mr T Silver
Governor / Trustee lead	Mr P Groves

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185,610
Recovery premium funding allocation this academic year	£20,010
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	£205,620

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium (PP) allocation will be used to raise the standards of disadvantaged pupils across the school by:

- Continuing to improve their achievement in reading and writing in all year groups.
- Continuing to improve their achievement in maths in all year groups.
- Continuing to improve attendance and punctuality in all year groups.
- Increasing the participation of disadvantaged pupils in all aspects of the school's wider curriculum.

Over the last two years, disadvantaged pupils in our school have been adversely affected by the restrictions caused by the COVID-19 pandemic.

During the lockdown periods, many disadvantaged & vulnerable pupils struggled with their remote learning often despite the best efforts of their parents. As a result the attainment gap between this group and their counterparts widened. This was particularly evident in the EYFS as well as in Maths and Writing in KS1 and KS2.

During the last two years, disadvantaged pupils have also had limited opportunities to engage in a wider range of learning. For example, in enrichment activities such as music, sport and a range of trips and visits.

Some vulnerable pupils have also struggled to re-engage in school life and it is vital that these pupils are supported in developing their social, emotional and mental health (SEMH) needs so that they can access a full curriculum in the future.

A range of interventions will be used to target specific disadvantaged pupils. Each intervention that will take place is described in this plan.

The impact of each intervention will be measured through assessments which will take place in December 2021, April 2022, July 2022. Data collected in July 2021 will be used as a baseline.

To support teacher assessments, Maths (PUMA) & Reading (PIRA) tests will be used at key points during the year. Read, Write Inc (RWI) Phonics assessments will also take place every 6 weeks for those children needing support with early reading. Writing moderation will be conducted termly with external consultants used to ensure the process is robust. Additional data (eg Boxall Profile assessments, attendance & punctuality data etc) will also be used where appropriate and this will be recorded on the overview sheet for each intervention. The plan will be reviewed in April 2022 and July 2022.

Challenges

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

Challenge number	Detail of challenge
1	A significant number of our pupils enter school with low rates of language and literacy. Many pupils do not read regularly at home and do not have access to a wide range of literary materials.
2	Many pupils enter school with low rates of numeracy and parents often lack confidence in being able to support their children at home.
3	Some of our families face many social and economic challenges and do not always see regular school attendance and punctuality as a high priority.
4	Many pupils need wider opportunities through school to raise self-esteem, develop social skills and to raise their aspirations.
5	The effects of the COVID-19 pandemic have meant that some of disadvantaged pupils have struggled to re-engage in school since lifting of restrictions in September 2021

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
Continuing to improve the achievement of disadvantaged pupils in reading and writing in all year groups.	<ul style="list-style-type: none"> In KS1, the % of disadvantaged pupils passing their Phonics Check is above national average. In each year group, a large majority of disadvantaged pupils reach the expected standards in reading and writing by July 2022
Continuing to improve their achievement of disadvantaged pupils in maths in all year groups.	<ul style="list-style-type: none"> In each year group, a large majority of disadvantaged pupils reach the expected standards in maths by July 2022 All disadvantaged pupils make good progress from their starting point in Sept 2021
Continuing to improve attendance and punctuality of disadvantaged / vulnerable pupils in all year groups.	<ul style="list-style-type: none"> Attendance rates for disadvantaged pupils are above the national average The punctuality rates of pupils improves each term and is negligible by July 2022.
Increasing the participation of those pupils affected significantly by the COVID-19 pandemic in all aspects of the school's wider curriculum.	<ul style="list-style-type: none"> All disadvantaged pupils participate in trips and visits including the Y6 residential. The % of disadvantaged pupils participating in arts based events is high (eg Choir, Children's Shakespeare festival, Art Club) Disadvantaged pupils with SEMH show significant progress (Boxall Profile to be used as a measure)

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: £122,901

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>3 additional teachers in KS1, Lower KS2 and Upper KS2 are employed</p> <p><i>This enables school to be organised into 2 smaller classes within each year group</i></p>	<p>The school has a PAN of 45 which equates to 1.5 classes per year. Traditionally the school has organised classes with two mixed age classes in each key stage.</p> <p>By employing 3 additional teachers, the school is able to teach pupils in 2 separate classes per year group. This has resulted in classes being smaller in size and consequently pupils are able to receive more focused 'in class' support from their teachers and their associated teaching assistants.</p> <p>Pupil Progress meetings are used on a termly basis to identify those disadvantaged pupils who require targeted support through Quality First Teaching.</p> <p>EEF Impact = +2</p>	<p>1 2</p>
<p>A range of curriculum enrichment activities to be re-introduced to widen pupils' opportunities</p> <p><i>This will include trips and visits including a Y6 residential</i></p>	<p>Children need to have opportunities to participate in a wide range of activities which improve their cultural capital</p> <p>EEF Impact = +3</p>	<p>4</p>

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

Budgeted cost: £16,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWI 1 to 1 tuition <i>25% of the total cost of the School Led Tutoring.</i></p>	<p>RWI 1 to 1 tuition supports the lowest 20% of each cohort to 'catch up' with their early reading focusing on the development of their decoding skills and increasing the fluency of their word reading. EEF Impact = +5</p>	<p>1</p>
<p>'Academic Mentor' individual tuition or small group support for Writing and Maths Focus groups – Disadvantaged & vulnerable pupils in Years 6,5 and 4 who have fallen behind academically since the end of KS1.</p>	<p>1 to 1 tuition / small group tuition with groups no larger than 3 has been proven to accelerate pupils' progress. The academic mentors will take target pupils for short sessions each day at times outside of their core subject lesson time. This will include some sessions before and after school. EEF Impact = +5</p>	<p>1 2</p>
<p>Academic Mentors to provide targeted small group tuition with groups of 6 pupils during core lesson time. <i>This is the additional costs required to employ an English and a Maths mentor through the National Tutoring Programme.</i></p>	<p>The academic mentors will work closely with class teachers to provide small group tuition to small groups of no more than 6 during core lesson time. These groups will follow the same teaching sequence as the main class however learning will be personalised to their learning needs and abilities. EEF Impact = +4</p>	<p>1 2</p>
<p>Teaching Assistants will ensure that support 'daily readers' from KS2. These are disadvantaged pupils who are unlikely to read at home on a daily basis</p>	<p>Children will be supported to develop their comprehension skills through our Accelerated Reader programme where children will 'quiz' on their library book once they have completed it. A Star Reading test will be used each term to ensure that children are choosing books that are at the appropriate reading level. EEF Impact = +4</p>	<p>1</p>

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

Budgeted cost: **£66,104**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parent Support Adviser and enhanced Attendance team deployed</p> <ul style="list-style-type: none"> - Late gates - Attendance Panel Meetings - 3 weekly monitoring reports shared with SLT - System of interventions and rewards delivered half termly 	<p>Good attendance and punctuality are key factors in improving performance in school.</p> <p>This enables parents to feel fully supported and also challenged to ensure that their children attend school on time each day.</p> <p>EEF Impact = +4</p>	<p>3</p>
<p>Nurture Group staff and those who support vulnerable pupils will be deployed to improve specific pupils' personal social & emotional (PSE) development</p> <ul style="list-style-type: none"> - <i>Nurture Group will be delivered to support 7-9 pupils on 4 afternoons each week.</i> - <i>Pupils will remain in the Nurture Group for between 2 and 4 terms depending on the their progress as measured using the Boxall Profile</i> 	<p>These pupils experience significant barriers to their learning.</p> <p>Staff will support pupils to revisit early nurturing experiences in order to help them become fully integrated in their mainstream classroom setting.</p> <p>EEF Impact = +4</p>	<p>5</p>

Total budgeted cost: £205,620 (£122,901 + £16,615 + £66,104)

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.

To improve the achievement of disadvantaged pupils in reading and maths

Using data from the Hodder Progress In Reading Assessment (PIRA) & Progress in Understanding Maths Assessment (PUMA) tests, we have been able to track the progress of our disadvantaged pupils in Reading and Maths.

- Green = % achieving EXP improved by more than 10% between Oct 20 and July 21
- Yellow = % achieving EXP remained the same or improved between Oct 20 and July 21
- Red = % achieving EXP dropped between Oct 20 and July 21

PLEASE NOTE:

Progress will have been adversely affected in all year groups because of the effects of COVID-19 pandemic on school attendance.

Reading

Y1: The % of disadvantaged pupils reaching the EXP standard in reading improved from 44% (Oct 20) to **67%** (July 21)

Y2: The % of disadvantaged pupils reaching the EXP standard in reading improved from 69% (Oct 20) to **76%** (July 21)

Y3: The % of disadvantaged pupils reaching the EXP standard in reading dropped from 80% (Oct 20) to **53%** (July)

Y4: The % of disadvantaged pupils reaching the EXP standard in reading improved from 71% (Oct 20) to **82%** (July 21)

Y5: The % of disadvantaged pupils reaching the EXP standard in reading dropped from 44% (Oct 20) to **40%** (July 21)

Y6: The % of disadvantaged pupils reaching the EXP standard in reading remained at **55%**

Summary

Despite the adverse effects of the lockdown, many disadvantaged pupils were able to maintain or improve their reading skills across the year, particularly with regard to the development of phonics and early reading in KS1. This is key part of the school's pupil premium strategy.

Maths

Y1: The % of disadvantaged pupils reaching the EXP standard in maths rises from 33% (Oct) to **56%** (July 21)

Y2: Disadvantaged pupils to make good progress across the year so that the % of this group reaching the EXP standard in maths rises from 56% (Oct) to **71%** (July)

Y3: The % of disadvantaged pupils reaching the EXP standard in maths improved from 20% (Oct) to **35%** (July 21)

Y4: The % of disadvantaged pupils reaching the EXP standard in maths improved from 50% (Oct) to **77%** (July 21)

Y5: The % of disadvantaged pupils reaching the EXP standard in maths dropped from 44% (Oct) to **32%** (July 21)

Y6: The % of disadvantaged pupils reaching the EXP standard in maths improved from 45% (Oct) to **60%** (July 21)

Summary

From their starting points in October 2020, most disadvantaged pupils in each year group have made good progress in Maths despite the effects of the COVID-19 pandemic. From Sept 2021, specific disadvantaged pupils in Y6 will need support from small group and 1 to1 tuition. Academic mentors and teaching assistants will be used to provide this support under the direction of the 2 Y6 teachers. Some disadvantaged pupils in Y4 (Sept 2021) will also need some focused small group / 1 to1 tuition.

To provide support to improve attendance and punctuality

Success Criteria

- % of PA pupils continues to be in line with the national average.
- % attendance of pupils is in line with the national average.
- Persistent lateness is halved between Half Term 1 and Half Term 6

Data

- The attendance since the beginning of September until 6th July is:
- *Overall Pupil Attendance (including the 'X' code)* = **97.7%**
- *Manchester LA* = **95.03%**
- *Actual Pupil Attendance* = **92.86%**
- *% of Persistently Absent* (PA) pupils (inc X code)* = **11.72%**
- *Manchester LA* = **13.69%**
- *Actual % of Persistently Absent* (PA) pupils* = **22.68%**

*A PA pupil is described as a pupils who has missed over 10% of their school within the year.
There are no national figures for 2020/21 at the present time.

Due the staggered arrangements school put in place as part of our COVID-19 restrictions, punctuality was much improved since parents had to arrive during a particular time slot.

To support vulnerable families to overcome barriers to learning

The Vulnerable Pupils team supported families effectively during the lockdown periods particularly those struggling to access the learning remotely. Weekly phone calls and home visits were conducted for those identified as needing additional support.

The team worked hard to support vulnerable pupils during this period strongly encouraging them to attend school each day.

As a result, 28 vulnerable children regularly attended school each day. This group included those with a social worker and / or an Education Health Care Plan (EHCP).

To promote good attendance in school and to develop positive attitudes to learning.

Each class delivered a system which promoted positive attitudes within the classroom and around school. Using an agreed criteria for each category below, teachers encouraged pupils to aim to achieve the 'green' standard. At the end of each term, pupils would receive a special 'green' award if they consistently displayed positive attitudes in all of the following areas:

- Attendance
- Punctuality
- Behaviour in the classroom
- Behaviour outside of the classroom
- Effort
- Uniform / PE Kit
- Homework

Data

- HT1: 76% of disadvantaged pupils achieved the 'green' award
- HT2: 74% of disadvantaged pupils achieved the 'green' award
- HT3: National lockdown due to COVID-19
- HT4: 68% of disadvantaged pupils achieved the 'green' award
- HT5: 69% of disadvantaged pupils achieved the 'green' award
- HT6: 69% of disadvantaged pupils achieved the 'green' award

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
None	