



St Thomas of Canterbury Catholic Primary School

Where every child is special



Cohort information for 2019-20					
Academic Year	2019-20	Total PP budget	£36,960	Date of most recent PP Review	December 2019
Total number of pupils	421	Number of pupils eligible for PP	24	Date for next internal PP review	March 2020
Disadvantaged cohort breakdown: 24 children		...and SEN: ...and SEN risk: ...and EAL: ...and High Attainers: ...and Summer born	5 children 3 children 12 children 3 children 7 children	...and Summer born and SEN ...and Summer born and EAL ...and SEN and EAL: ...and EAL and High Attainers:	1 child 3 children 1 child 3 children

Statement of Principle

Our Mission Statement and Aims highlight the fact that we look to the potential of EVERY child whatever their circumstances. Whilst a set of children have been identified as being eligible for Pupil Premium, we see them as individuals. Each child is special and unique, each child has different needs and each and every child in our school is encouraged without distinction to be the best that they can be.

Aspirational target setting for 2019-20

- The % of Pupil Premium children who meet the national age related expected standards in reading, writing and maths at the end of KS1 and KS2 will be closer to those non-Pupil Premium children than in 2018-19 – ie the gap will close.
- No gap in Year 1/Year 2 phonics outcomes
- No gap in Year 4 Times Table screening outcomes
- 100% of Pupil Premium children will meet their personal end of year target in reading, writing and maths.
- The gaps in attainment for Pupil Premium children and non-Pupil Premium children will continue to close across the curriculum and in every year group across the School.
- All Pupil Premium children will have full access to the extended school provision irrespective of means.
- All Pupil Premium children will have access to all educational and residential visits irrespective of means.
- All families will continue to have access to the services of the ELSA and of the Home School Link Worker

Current attainment as at end of **Autumn 2019**

% working NOW at age related standard (whole disadvantaged cohort)	Disadvantaged cohort Au2	Not-disadvantaged cohort Au2
% in reading, writing and maths	69	77
% in reading	81	86
% in writing	72	79



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% in maths	84	86
% Year 1 or 2 phonics screening	90%	95%
Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
Ensuring full parental involvement and engagement with children's educational needs and aspirations, buy-in from parents/carers in identified cases to development of habits of mind and attitude to learning through the St Thomas Learner. Continued improvement in engagement from last year. At October parents evening 95% of disadvantaged children's parents attended (99% whole school)		
Ensuring full support is provided for disadvantaged children who are also children with EAL and/or children with Special Educational Needs (linked to engagement with parents/carers). 50% of Disadvantaged cohort are also EAL (43% non-disadvantaged pupils) and 21% SEN (7% non-disadvantaged).		
Ensuring full support is provided for disadvantaged children who are high attainers to ensure access to extra-curricular activities and to opportunities for deeper learning through curriculum enrichment activities at local secondary schools etc (13% of disadvantaged cohort,). Focus for KS1 opportunities.		
External barriers		
Accessibility to timely relevant professional support for SEN as highlighted in Ofsted report on Surrey provision. Focus of Inclusion team to ensure early involvement of EP and other external agencies to ensure external support is as efficient and rapid as possible.		
Group vulnerability – 38% of Disadvantaged cohort are also flagged for Child Protection issues. This creates need for higher focus on emotional and social support.		
Desired outcomes		
<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>
Learning and the Curriculum: Attainment and progress without gaps for disadvantaged cohort <ul style="list-style-type: none"> Providing evidence based adult led interventions including 1st class@number and Success@arithmetic and spelling and grammar support for writing Additional teacher led intervention groups in lessons Availability of adult supported study club each day at lunch time as well as after school 		<ul style="list-style-type: none"> Gaps in percentages of children across the school working at age related expectations within and without disadvantaged cohort are closing in all year groups against previous year's data All interventions measured as having positive impact on children's attainment using standardised data from start and end of intervention Writing data shows gaps between in-year cohorts closing across the school Increasing use of both lunchtime homework club and after school study club by disadvantaged cohort
Parents and families: engagement with education and high aspirations for their children		<ul style="list-style-type: none"> Continued employment of HSLW



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<ul style="list-style-type: none"> • Employment of qualified HSLW to provide support for families • Families signposted to additional support according to need • School led course for parental support, eg Parenting Puzzle, emotional wellbeing, parenting as well as curriculum centred 	<ul style="list-style-type: none"> • Development of parental engagement programmes with high satisfaction rating from parents attending. • Attendance increasing year on year • Attendance at parent events organised for specific cohort groups and family learning increases year on year
<p>Social and emotional support: ensuring children are resilient and their wellbeing is paramount</p> <ul style="list-style-type: none"> • Continued employment and support of Emotional Literacy Support Assistant (ELSA) and Home School Link worker(HSLW) to provide children and parents with emotional and social resilience and promoting wellbeing and good parenting and relationships • Priority across School for children’s pastoral and welfare needs with maintenance of robust safeguarding procedures and focus on pupil wellbeing • Counselling available to children as appropriate 	<ul style="list-style-type: none"> • Continued employment of trained HSLW and ELSA • Number of children and parents accessing services increasing from 2018-19 • Feedback at end of individual programmes shows positive impact of involvement • Rainbows course to be provided for those suffering loss • Range of services and provision made available to families formalised and expanded over course of year
<p>Enrichment within and beyond the curriculum: to ensure children are able to access safe and engaging extra-curriculum opportunities including enrichment opportunities for high attainers</p> <ul style="list-style-type: none"> • Access to be available to Breakfast and After School Clubs, Holiday Clubs, Lunchtime homework clubs, Study Club and extensive range of extended school provision at subsidised or free cost as appropriate • Availability of access to opportunities for wide range of curriculum enrichment activities within and without the School. • Access to all educational visits and visitors by subsidy/full payment as appropriate 	<ul style="list-style-type: none"> • Funding made available to ensure emergency and longer term access to Extended School provision for all disadvantaged pupils and others in need at any point. • No child to be denied access to Educational visits/visitors etc due to disadvantage • All High attainers provided with opportunities for curriculum enrichment activities

Planned expenditure					
Academic year	2019-20				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All children in disadvantaged cohort meet individual targets set for end of year with	1. Consistent high Quality First teaching in all classes	Clarity of understanding of individual children and their needs. Additional adult support in classrooms allows more 1:1 focus on targeted children and allows teachers	All Disadvantaged children will be highlighted in Pupil Progress meetings and clear strategies required for intervention and	Inclusion Leader	Half termly in Pupil Progress reviews



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aim of reaching age related expectations at the end of KS2 in Reading, Writing and Maths (at least Working at expected levels at end of curriculum year).	<p>2. Ensuring all teaching and classroom support staff are aware of Disadvantaged cohort</p> <p>3. Providing additional adult support, improving the adult to child ratio in classrooms for children in receipt of the Pupil Premium and providing focussed intervention programmes as necessary in order to help reduce the Attainment gap together with grouped support as appropriate</p>	<p>more time to work with individuals rather than classroom support.</p> <p>Introduction of proven interventions such as First Class @ number which are evidence based to help encourage more rapid progress</p> <p>Provision of Quality First teaching together with properly targeted intervention and group work and effective pupil feedback to ensure rapid progress and attainment.</p>	<p>support which will be closely monitored and analysed for impact throughout the year.</p> <p>Every Disadvantaged child will be prioritised in provision of targeted intervention.</p> <p>Monitoring through Pupil Progress meetings, work scrutiny for progress and effective marking</p>		<p>Governor scrutiny at least termly</p> <p>SLT and Subject Leader monitoring of work</p>
High attaining pupils reach Greater Depth in English and Maths at end of curriculum year	CPD on providing stretch for high attaining pupils and whole school work on developing thinking skills and positive attitudes towards learning as St Thomas' Learners	High ability pupils eligible for PP are currently making less progress than other higher attaining pupils across Key Stage 2 in writing and maths. Even accepting the small size of the cohort, we want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.	Use of staff CPD opportunities (teachers and TAs) to deliver training in deepening comprehension and maths skills and developing real thinking challenges for all pupils but with focus for High attainers .	Inclusion Leader/ Head teacher	Drop-in observations Staff CPD
Total budgeted cost					£4,000.00
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?



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Effective support for families and pupils who are vulnerable or anxious	Training and employment of ELSA with up to 2 days for working with children on emotional needs including social skills.	A necessity in line with our School ethos. High level of need amongst Disadvantaged cohort. Clear evidence that self-assured, emotionally stable children make more rapid progress in their learning and ELSA support programme is effective at boosting the children's confidence and their ability to speak up and share their worries which form barriers to their learning.	Simple unobtrusive assessments at start and end of series of interventions by ELSA with individual children. Ultimately in attainment	ELSA/ Inclusion Leader	Regularly at end of individual series of interventions
Effective support for families and pupils who are vulnerable or anxious	Contribution towards employment costs of HSLW. Targeted family centred work including, for example, regular drop-in sessions, emotional wellbeing support, parenting support classes, signposting to relevant services and funding as appropriate to individual need.	A necessity in line with our School ethos. High level of need amongst Disadvantaged cohort related to wider family/social issues. HSLW has access to services and support for families. Clear evidence that impact of more settled and stable home life has significant impact on children's wellbeing and their sense of self-worth and consequently their learning.	Weekly reviews with HSLW, Inclusion leader and Headteacher. Ultimately in attainment	HSLW/ Inclusion Leader and Head teacher	Weekly reviews
All disadvantaged pupils (including Higher attaining pupils) are able to access every learning opportunity available to other pupils (including higher attaining pupils)	Ensuring that financial considerations or lack of transport are not a barrier to inclusion in learning opportunities	Disadvantaged children are less likely than other groups to attend extra and co-curricular activities but these can have a significant impact on pupil wellbeing and self confidence as well as providing outlets for skills and talents not necessarily shown in the classroom setting.	Termly review of participation levels. Targeted approach to individuals as required	Inclusion Leader	Termly review
All Disadvantaged children are able to access the full curriculum without reference to cost <i>See Other approaches below</i>					
Total budgeted cost					£25,000.00

iii. Other approaches



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Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All children able to take a full and equal part in learning opportunities within and without school day	Helping to provide uniform and cover other expenses that allow all our children to take a full and equal part in the life of the School and build their self-esteem and confidence.	Impact on self-confidence and wellbeing of not being able to access activities and opportunities due to lack of financial support can be significant. No child should be precluded from accessing the curriculum and other learning opportunities offered by the school (including residential visits) due to a lack of family funding. All children should have uniform and shoes whatever their family circumstances. Children's confidence and sense of self and community will be developed with positive impact on general approach to school and peers.	Weekly reviews with HSLW, Inclusion leader and Headteacher, monitoring of support provided. Ultimately in attainment	HSLW/ Inclusion Leader and Head teacher	Weekly reviews
	Helping to provide staffing for, and access to, the Breakfast and After School clubs and other costed co-curricular activities including educational visits so that no child is left out because of their family's financial position.	Every child needing additional support through opportunities provided by the Extended School provision are able to access it. Benefits to family circumstances, child's wellbeing, health and confidence and ultimately on academic performance.	Weekly reviews with HSLW, Inclusion leader and Headteacher, monitoring of support provided. Ultimately in attainment	HSLW/ Inclusion Leader and Head teacher	Weekly reviews
Total budgeted cost					£8,000



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