



# ST THOMAS MORE CATHOLIC FIRST SCHOOL

*Learning, loving and living together with Christ*

## **Pupil Premium Funding 2016/17**

01/04/16 to 31/03/17	allocation	£73,920
01/04/16 to 31/03/17	projected spend	£73,920
01/04/16 to 31/10/16	received	£36,960

## **Barriers to learning at St Thomas More**

**In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

- 60% of pupils needing cognition and learning support are PP.
- 80% have family issues and/or SEMH issues.
- Low developmental levels of speech and language upon entry.
- A proportion of pupils have low levels of resilience when learning becomes challenging which has a negative impact on academic, emotional and physical development.

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

- Insufficiently high aspirations of some pupils limiting future opportunities.
- Insufficiently high life experiences for some pupils limiting future opportunities.
- A proportion of pupils do not have opportunities to read, talk, engage in number and continue their learning outside the school day.
- Low self esteem, lack of confidence and parental support is having a detrimental impact on their academic progress.

## **How we will address these barriers. Why we have adopted this approach. How we will measure the impact?**

- Parent Link Teacher to increase parental aspiration through gaining qualifications, experience or employment.
- Parent Link Teacher supporting families to remove barriers which prevent children accessing education or learning e.g. attendance, punctuality, health, housing, medical, financial, legal and basic parenting.
- Parent/children workshops.
- Trained specialist Speech and Language Teaching Assistant employed to assess speech and language upon entry to school in Reception and provides ongoing support from Reception to Year 4. Links with SALT to deliver specific programmes.
- The school employs the equivalent of one full time supernumerary teacher for Pupil Premium funded children. The aims of the supernumerary staff are to:
  - identify and address gaps in pupils' learning identified
  - break down barriers to learning for vulnerable pupils.
- The Nurture base employs a part-time specialist Teaching Assistant (under the direction of the SENDCO) supported by a second Teaching Assistant to work with up to six pupils from Key Stage 1 to develop resilience and address their emotional and social needs.

- A trained Teaching Assistant provides Numeracy interventions during the afternoons and an after school maths clubs including pupil premium children
- Two Teaching Assistants are employed part-time to read 1:1 with pupils across Key Stage 1 and 2 to raise the attainment in reading of those pupils who do not have the opportunity to read outside the school day.
- A Teaching Assistant is used part-time to support pupil premium children with reading, writing and maths in Reception.
- Social groups and work to support self-esteem is being bought in.

### **How has/will the impact of the Pupil Premium be measured?**

- Progress in Levels of Development in Speech and Language show accelerated progress in EYFS.
- Data from original baseline will show accelerated progress in Key Stage 1 and 2 in speech and language.
- In-school data demonstrates that progress for most children is at least expected and that children are getting closer to National Age Related Expectation. Over the coming year supernumerary staff will target children in response to half termly data analysis. In school data using Classroom Monitor will demonstrate that progress is accelerated for this group of children and the gap between Pupil Progress pupils and non-pupil progress pupils will close.
- Pupils who take part in the social group develop their social and communication skills as well as creative thinking and resilience.
- Pupils who take part in the numeracy interventions make accelerated progress in the short term and this is then monitored closely to ensure that progress is ongoing.
- Pupils who undertake additional 1:1 reading with Reading Teaching Assistants have baseline data this is reviewed regularly to investigate progress over time to close the attainment gap.