

**ST THOMAS MORE CATHOLIC PRIMARY, A VOLUNTARY ACADEMY.  
PUPIL PREMIUM STRATEGY 2017-2018**

**Amount of Pupil Premium funding anticipated to be received 2017-2018**

Number of pupils eligible	43 (including x2 previously LAC)
TOTAL PP anticipated to be received	£57,920

**Identified barriers to educational achievement**

St Thomas More Catholic Primary has identified the following as barriers for some of the pupils currently in receipt of P.P;

- Access to language/reading in the home
- Attendance
- Access to extra-curricular activities
- Parental engagement with the school
- The number of pupils who are also on the SEN Register
- Social and emotional needs which impact on their learning in a variety of ways

**Key Expenditure 2017-2018**

<b>Area of spend</b>	<b>Focus</b>	<b>Allocation (approx)</b>
After school activities	Personal and social	£1000
Full time Learning Mentor	Personal & social; engagement	£21,583
TA hours for interventions eg Hot spots	Reading/Literacy; engagement	£4490

TLR role	Parental engagement	£1320
HLTA in Y6 X 4 PMs	Literacy; SEN; engagement	£5000
Non-class based DHT	SEN; attendance; Learning & teaching	£24,527

Area of Spend	Intended outcomes
After school activities -1 free block of after school activities per PP child	Social skills developed Healthy lifestyle promoted
Full time learning mentor	To provide dedicated time and support (1 to 1, small group) Improved engagement with learning Improved social skills: self-esteem; behaviour
TA hours for interventions eg Hotspots;	Improved engagement with learning Improvement in de-coding skills Improved progress in identified areas
TLR Role	Develop parental engagement with a focus group of pupils and generally across the school. Improved engagement with children's learning
HLTA	Improved engagement with learning Improved progress in identified areas
Non-class based DHT	Improved engagement with learning Appropriate SEND provision/support Improved progress in identified areas

### **How will school measure the impact of the Pupil Premium?**

- School assessment system is used by class teachers to measure attainment and progress at intervals throughout the year
- The SENCO is responsible for tracking the progress and attainment of all vulnerable groups, including P.P pupils.
- Fortnightly safeguarding team meetings where PP children will be discussed
- Pupil Progress meetings at the end of each term between class teachers and Assessment leader and SLT monitor impact and allow any concerns to be addressed
- Attendance data is collected and monitored by the DHT and HT, with termly support from Local Authority Attendance Officer
- When selecting pupils for P.P target groups and support, school will look at all pupils across the school. There are some pupils who are not eligible for P.P who will benefit from these groups and interventions if their needs are similar and we believe that progress can be made towards individual targets.
- P.P funding and the impact is a regular item on the School Governors' agendas.

Designated staff member in charge: D Faley (Headteacher)

SENDCO: C Round

Assessment Leader: P Campbell

Review 17/18

Area of Spend	Intended outcomes	Review
After school activities -1 free block of after school activities per PP child	Social skills developed Healthy lifestyle promoted	High take up of after school clubs by PP children. Continue with this next academic year.
Full time learning mentor	To provide dedicated time and support (1 to 1, small group) Improved engagement with learning Improved social skills: self-esteem; behaviour	Successful approach for children receiving this level of support – end of year attainment and progress shows improvements for disadvantaged children. No exclusions 17/18
TA hours for interventions eg Hotspots;	Improved engagement with learning Improvement in de-coding skills Improved progress in identified areas	Phonics results above national for 17/18.
TLR Role	Develop parental engagement with a focus group of pupils and generally across the school. Improved engagement with children's learning	Limited impact due to long term absence. Review developing parental engagement for 18/19 academic year
HLTA	Improved engagement with learning Improved progress in identified areas	End of year attainment and progress shows improvements for disadvantaged children. No exclusions 17/18
Non-class based DHT	Improved engagement with learning Appropriate SEND provision/support Improved progress in identified areas	No exclusions 17/18. Improved systems, procedures, processes re SEND. End of year attainment and progress shows improvements for disadvantaged children. No exclusions 17/18.

Pupil Premium KS1 - KS2 progress 17/18

Reading: 0.62

Writing: 0.50

Maths: -0.58

