

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	St Thomas' Sevenoaks
Number of pupils in school	223
Proportion (%) of disadvantaged pupils	5%
Pupil premium allocation this academic year 2020/2021	£ 12,070
Academic year/years covered by strategy statement	2020 - 2023
Publish date	23/10/2020
Review date	August 2021
Statement authorised by	Chris Wright
Pupil premium lead	William Liddle
Governor lead	Madeleine Busvine

Disadvantaged pupil progress and combined attainment scores for last academic year 2019/2020

Percentage of Pupil Premium Pupils	%
Number of Pupil Premium Pupils (if fewer than 6 enter SUPP)	SUPP

Measure	Score
Progress in Reading	No results published in 2020
Progress in Writing	No results published in 2020
Progress in Maths	No results published in 2020
	Percentage
Reading, Writing, Maths combined: meeting expected standard	No results published in 2020
Reading, Writing, Maths combined: achieving higher standard	No results published in 2020

At St Thomas Catholic Primary, across The Kent Catholic Schools' Partnership (KCSP) and across schools nationally, the period from mid-March 2020 until the end of the academic year has been dominated by the outbreak of COVID-19.

The much reduced opening of all schools in March, followed by the period of widening opening of schools from 1st June has had a profound impact on the ability to implement the actions and strategies outlined in their current pupil premium strategy and/or planned expenditure. Consequently, it has not been possible to implement and evaluate all planned strategies, with plans being amended and provision adapted to support our most disadvantaged pupils and families.

Across KCSP we have continued to address the challenges faced by pupils who experience social disadvantage. St Thomas' has put in place the following measures to support all families, including those eligible for the pupil premium grant:

- Access to school wrap- around care including breakfast club and after school supper club.
- Access to all Sports Clubs
- Targeted intervention in class and small groups
- Access to own resources and home learning platforms to use at home for English and Maths home learning

The evidence-informed approach we adopt across KCSP is rooted in tackling educational disadvantage in the classroom. This is a long-term approach; it may well be necessary and desirable for leaders to continue 2019-20 planned actions into the 2020-21 academic year and beyond. This is in line with EEF guidance on 'Putting Evidence to Work - A School's Guide to Implementation'. Planned activities and strategies need to be implemented effectively, over time. They need to be evaluated robustly and embedded to create sustainably positive outcomes for disadvantaged learners.

Review: last year's aims and outcomes

Aim	Outcome
Narrow gap in achievement for English and Maths	Learning moved to online platform EDMODO for lockdown with PP children engaged. Over 90% engagement with maths learning and over 75% with English. Teacher assessment in September 2020 shows 36% of pp children did not made the expected progress for 2019-20.
Ensure children make good or better progress in English and Maths	Learning moved to online platform EDMODO for lockdown with PP children engaged; outcomes could not be measured in the same way as previous years. 27% of pp children were in school fulltime from March 2020 in the key worker group. All pp children were given school equipment to be able to access the online platform; 18% were unable to access this technology as there was no broadband access in their homes.
Improve fine and gross motor skills of those identified	Some improvement seen in pupil's pre-lockdown
Improve attendance	Dashboard shows attendance remained in Q1 as whole school.
Enhance curriculum offer with trips and music lessons for identified pupils	Children accessed music lessons in recorder and guitar
Improve social and emotional well-being for identified pupils	Monitored using online platform during COVID with vulnerable pupils awarded school places in line with DfE policy

Strategy aims for disadvantaged pupils for the three years of this strategy

Staff at all levels have a clear understanding of the PP strategies both in our school and the Trust and are clear about their responsibility for bringing about the success of both. This is a vital foundation for ensuring that the KPIs are met at the end of the Trust's three-year PP strategy, 2020-2023. This school is expected to achieve the outcomes below, as a minimum, to play its part in contributing to the Trust's overall progress and attainment goals. These are not limiting targets. They are minimum expectations and we will publish our performance against these. We have a shared accountability for the achievement of all pupils in our schools, whichever academy they attend.

KS2 Measure	Score	Target Date
Progress in Reading	To continue to make progress in line with the national average for all pupils.	September 2023
Progress in Writing	To continue to make progress in line with the national average for all pupils.	September 2023
Progress in Maths	To continue to make progress in line with the national average for all pupils.	September 2023
	Percentage	
Reading, Writing, Maths Combined: Meeting expected standard at KS2	50% Achieving this figure will ensure that 100% of the pupil premium pupils who reached the national expectation at the end of KS1 will reach at least the national expectation at the end of KS2.	September 2023

Teaching priorities for the current academic year 2020/2021

Measure	Activity
Progress in Reading	Daily 1:1 reading with PP children, with comprehension as well as decoding support given. Access given to high quality texts- personal copy to keep for themselves of class text and other texts linked to the class text.
Progress in Writing	Talk for writing approach followed from Nursery to Y6. PP children targeted and given individual support to ensure level of attainment matches or exceeds their peers.
Progress in Maths	Teaching for mastery through using NCTEM tools Year 1-6. Access to own manipulatives pack, such as numicon/ Cuisenaire rods to carry on learning at home.

Phonics	School to subscribe to Phonics Play to further enhance teaching and delivery of phonics lessons by providing interactive games and other activities that support the teaching. High quality phonetically decodable texts to be purchased. Small group and 1:1 phonics booster in Year 1 and 2.
Other	
Barriers to learning these priorities address	Parental Engagement or further lockdowns (although we could revert to online learning).
Projected spending*	£4000

Targeted academic support for current academic year 2020/2021

Measure	Activity
Priority 1	Writing booster and targeted class time to ensure meeting expected/ GD
Priority 2	Access to laptop to ensure Maths online booster is accessed from home
Barriers to learning these priorities address	Lack of engagement from parent/family Time and staffing
Projected spending*	£3000

Wider strategies for current academic year 2020/2021

Measure	Activity
Priority 1	Access to paid music/ art and sports lessons to enhance wider curriculum.
Priority 2	Access to Breakfast and After school provision given to PP families and offered.
Barriers to learning these priorities address	Lack of engagement/ take up of offer from families targeted.
Projected spending*	£5070

*All projected spending must equal the total Pupil Premium allocation for the year stated on the front page, unless you are intending to spend more.