

St Thomas CE (VC) Primary School
Pupil Premium Overview of Expenditure
2020-21

Amount of pupil premium funding received in financial year 2019-20	Financial Year Allocation Total Budget: £187,440 Total Spend £188,575 (-538)																																																				
Number of eligible pupils in 2019/20	Ever 6: child Sep – March 142 x £1320 April – Aug 131 x £1345	LAC:	Service families:																																																		
Pupil Premium spent on:	Rationale/reasons for this approach	Intended Outcomes / Review																																																			
<p>Learning Mentors</p> <p>Sep- March 7/12 95,539 April – Aug 5/12 70,162</p> <p>Small group tuition: reading 1: 1 intervention Maths 1:1 reading 1: 1 timetables 1: 1 nurture</p>	<p>Pupils will be targeted promptly within year groups to diminish differences between themselves and peers</p> <p>High quality bespoke interventions leading to personalised learning based on teacher AFL</p> <p>The EEF toolkit states that small group tuition is effective</p>	<p>Closing gap between PP and non PP pupils working at ARE Increased number of PP children achieving ARE</p> <p>2019/2020 data was purely TA with many children still off site due to covid. Last year we saw further covid disruptions but the data is clear that there are still a significant proportion of our PP children not achieving ARE and this gap has generally increased.</p> <table border="1" data-bbox="1272 879 2089 1102"> <thead> <tr> <th>PP (At and Above)</th> <th>% ARE in RWM</th> <th>% ARE Reading</th> <th>% ARE Writing</th> <th>% ARE Maths</th> </tr> </thead> <tbody> <tr style="background-color: #cccccc;"> <td colspan="5">Year Group 2</td> </tr> <tr> <td>2019/2020 (Y1)</td> <td>44%</td> <td>50%</td> <td>61%</td> <td>50%</td> </tr> <tr> <td>2020/2021 (Y2)</td> <td>28%</td> <td>44%</td> <td>44%</td> <td>39%</td> </tr> <tr> <td>Difference</td> <td>16%↓</td> <td>6%↓</td> <td>17%↓</td> <td>11%↓</td> </tr> </tbody> </table> <table border="1" data-bbox="1272 1129 2089 1353"> <thead> <tr> <th>PP (At and Above)</th> <th>% ARE in RWM</th> <th>% ARE Reading</th> <th>% ARE Writing</th> <th>% ARE Maths</th> </tr> </thead> <tbody> <tr style="background-color: #cccccc;"> <td colspan="5">Year Group 3</td> </tr> <tr> <td>2019/2020 (Y2)</td> <td>22%</td> <td>35%</td> <td>26%</td> <td>39%</td> </tr> <tr> <td>2020/2021 (Y3)</td> <td>4%</td> <td>21%</td> <td>4%</td> <td>42%</td> </tr> <tr> <td>Difference</td> <td>18%↓</td> <td>14%↓</td> <td>22%↓</td> <td>3%↑</td> </tr> </tbody> </table>		PP (At and Above)	% ARE in RWM	% ARE Reading	% ARE Writing	% ARE Maths	Year Group 2					2019/2020 (Y1)	44%	50%	61%	50%	2020/2021 (Y2)	28%	44%	44%	39%	Difference	16%↓	6%↓	17%↓	11%↓	PP (At and Above)	% ARE in RWM	% ARE Reading	% ARE Writing	% ARE Maths	Year Group 3					2019/2020 (Y2)	22%	35%	26%	39%	2020/2021 (Y3)	4%	21%	4%	42%	Difference	18%↓	14%↓	22%↓	3%↑
PP (At and Above)	% ARE in RWM	% ARE Reading	% ARE Writing	% ARE Maths																																																	
Year Group 2																																																					
2019/2020 (Y1)	44%	50%	61%	50%																																																	
2020/2021 (Y2)	28%	44%	44%	39%																																																	
Difference	16%↓	6%↓	17%↓	11%↓																																																	
PP (At and Above)	% ARE in RWM	% ARE Reading	% ARE Writing	% ARE Maths																																																	
Year Group 3																																																					
2019/2020 (Y2)	22%	35%	26%	39%																																																	
2020/2021 (Y3)	4%	21%	4%	42%																																																	
Difference	18%↓	14%↓	22%↓	3%↑																																																	

PP (At and Above)	% ARE in RWM	% ARE Reading	% ARE Writing	% ARE Maths
Year Group 4				
2019/2020 (Y3)	37%	47%	37%	42%
2020/2021 (Y4)	20%	55%	20%	55%
Difference	17%↓	8%↑	17%↓	13%↑

PP (At and Above)	% ARE in RWM	% ARE Reading	% ARE Writing	% ARE Maths
Year Group 5				
2019/2020 (Y4)	52%	62%	56%	63%
2020/2021 (Y5)	35%	50%	39%	50%
Difference	17%↓	12%↓	17%↓	13%↓

Next year the role of our LM will have to be more carefully considered and their roles firmed up to ensure this gap has decreased again.

Lockdown Jan- March 2021 changed focus of learning mentors increasing focus on SEN/EHCP pupils who continued to attend school and key worker pupils who continued to attend school. LM supported pupils with remote learning.

LM moved towards supporting pupils with SEMH needs/pupil premium. Preventing exclusion

Extended School (Breakfast Club)

7386

Nurture based breakfast club to support start of day for pupils

To support the development of pupils beyond the classroom, promoting wellbeing and self confidence

Calm focused start to the day for pupils, particularly those with SEMH needs.

Covid and 2021 lockdown reduced attendance at breakfast club with the challenge of increasing bubbles putting many parents off. This resulted in the majority of attenders being key worker pupils who were not pupil premium

<p>Teachers TLR 10205</p>	<p>To allow time for TLR staff to observe and work with year group teams</p> <p>The EEF report states that quality teaching helps every child. Using PP to improve teaching quality benefits all pupils and has a particularly positive effect on PP children</p>	<p>Reading and writing lead to have time to observe in lessons and support with planning to increase amount of good teaching leading to increased pupil attainment/progress</p> <p>EYFS lead to have time to work with Nursey and in Y1) to increase the amount of quality first good teaching leading to increased pupil attainment/progress</p> <ul style="list-style-type: none"> • Reading lead targeted: Y4- 72% ARE PP- 55% • Writing lead targeted Y5- 56% ARE PP-50% • EYFS lead targeted N 72.7 Speaking