



St Thomas CE (VC) Primary School

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Thomas CE (VC) Primary School
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	43.3% 178 pupils
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Cat Goddard (Headteacher)
Pupil premium lead	Cat Goddard/ Jane Bray
Governor / Trustee lead	Jo Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,800
Recovery premium funding allocation this academic year	£23,780
School-led tutoring funding (NTP)	£8,564
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£265,144

Part A: Pupil premium strategy plan

Statement of intent

Here at St Thomas CE (VC) Primary School we aim to be a school of opportunity and success for all pupils, including, and especially, those who are in receipt of the Pupil Premium. Our school vision of 'from tiny seeds, grow mighty trees', is central to our philosophy of aspiring to all children to achieve their full potential regardless of their start or background. Our school pupils eligible for the Pupil Premium are identified quickly so that we can support needs effectively. The needs analysis for the Pupil Premium is an on-going process through a pupil's learning journey at the school. We strongly believe that the measures of successful spending should be raising standards, the narrowing of the achievement gap and the broadening of opportunities for the most disadvantaged pupils at St. Thomas's School.

We wish for all of our children to flourish and the school recognises that eligibility for Pupil Premium does not imply low ability. Our focus is on supporting disadvantaged pupils so that they achieve to their personal best and in line with their non-PP peers; we will also focus on identifying gaps and providing timely and appropriate intervention for our most disadvantaged pupils, through a process of data, teacher assessment and evidence-based research from the EEF on the most effective strategies. School leaders work with wider professionals and the community to make the key decisions about our strategy and regularly evaluate the effectiveness of the support for individual pupils.

The school has created a team of staff that work across each cohort to identify and support any child that may not be making progress. This identification process is rooted in our assessment procedure which highlights any individual that many not be working at the level that they are expected to be. This allows the teacher to direct their learning mentor efficiently and effectively as well as discussing vulnerable children within the regular pupil performance meetings with the leadership team.

We have a 4-strand strategy for the efficient use of PP. Every PP child is identified within at least one strand, *the majority within the 'support to learn' strand*

- SUPPORT TO LEARN
- NURTURE TO LEARN
- ENGAGE TO LEARN
- EXTEND TO LEARN

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Clear gap between achievement of PP and non-PP pupils (Years 1-6). Assessment data shows that a significant number of PP pupils are not attaining ARE in all three core subjects. Although end of year 2022-23 data showed that the gap is reducing from 21-22, it is still significant.
2	Many of our PP children don't learn to read quickly enough and there was a significant gap in the % of pupils who passed their phonics benchmark between disadvantaged children and non-disadvantaged children.
3	Many of our PP children also have an additional SEND need.
4	Significant number of PP pupils with SEMH needs which can affect their learning and negatively impact on their self-esteem.

5	Attendance of our PP children is below the national expected level and persistent absence and lower punctuality rates are more evident for PP pupils than for other pupils, this affects their attainment.
6	Many families struggle to support learning at home, which raises stress and negatively impacts on pupil's ability to achieve in school.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>More PP pupils working at ARE+.</p> <p>Gaps are closed more within current cohorts where there is a significant gap- (ARE- PP/ Non-PP) (2023 Year 6 NA 44.1/66.0 – a gap of 21.9%)</p> <p>Year 2- 38.46 / 44.12 – gap of 5.66%</p> <p>Year 3- 30.77 / 68.75 – gap 37.98%</p> <p>Year 4 – 46.37 / 56.76 - gap of 9.39%</p> <p>Year 5 – 36 / 54.55 - gap of 18.55%</p> <p>Year 6- 34.62/62.07 - gap of 27.45%</p>	<p>Increase from current whole school data (R/W/M) and close gap to non-PP.</p> <p>Staff are fully aware of the PP children in their class and during appraisals all appraisal leads focus teacher attention to these children.</p>
<p>More children are able to read fluently and in turn able to access ARE curriculum texts.</p> <p>2022-23</p> <p>Disadvantaged = 78.3% (NA 66.7)</p> <p>Non-disadvantaged = 86.5% (NA 82.2)</p> <p>% GAP (2022-23) (PP: non-PP) = 8.2% (NA 15.5)</p> <p>NA Phonics 2023</p> <p>Year 1 78.9%</p> <p>Year 2 58.7% of children who retake pass (6 PP children to retake in 2024)</p> <p>% children in each year reading below chronological</p>	<p>% of PP children passing phonics benchmark increased to national average.</p> <p>Reduction in children reading below their chronological age.</p>
<p>Children are well supported to meet their SEND targets and data shows progress.</p> <p>50/177 SEND PP 28.2% (School SEND 22%)</p>	<p>SEND targets are met.</p> <p>Other agencies are engaged with the children where necessary to support the child. Children are making progress</p>
<p>SEMH pupils supported to learn</p>	<p>Children are ready to learn and engaged in lessons. Behaviour monitoring shows less incidents. Children are well supported and have access to other agencies where needed.</p>
<p>Pupil Premium children attend school regularly and the level of persistent absence is reduced</p>	<p>Percentage attendance of PP children is broadly in line with non-PP children</p>
<p>Increased support and involvement of PP families</p>	<p>To ensure attendance is in line with non-PP peers</p>

	<p>Families feel supported through school in a range of ways and are therefore able to support their child/ren.</p> <p>Families come to parents evening, parent workshops and other events held by school.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

We have a 4-strand approach to the efficient use of PP. Every PP child is identified within AT LEAST one strand.

- *SUPPORT TO LEARN*
- *NURTURE TO LEARN*
- *ENGAGE TO LEARN*
- *EXTEND TO LEARN*

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £92,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased funding and emphasis on CPD to raise and maintain standards of teaching in every class through Quality First Teaching and the Five Stage Approach (EEF).	<p>July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership</p> <p>EEF: On average, pupils in schools adopting Mathematics Mastery made more progress than similar pupils in schools that did not adopt the programme.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/ scaffolding/ appropriate steps to achieve them. <p>The evidence which informed the EEF's 'Special Education Needs in Mainstream Schools' guidance report indicated that there are five particular approaches which can be integrated into day-to-day teaching practice to raise attainment among children with additional needs, as well as their classmates.</p>	1, 2 and 3
SLT & Middle Leaders to work alongside teachers to develop good or better teaching. To support them in action	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1 and 2

planning following Gap Analysis and in measuring impact.	<i>High quality CPD is essential to follow EEF principles. 'Using the PP funding to improve teaching quality benefits all children and has a particularly positive effect on children eligible for PP funding.' EEF Key Principles</i>	
Resourcing and continued training for Essential Letters and Sounds which is a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics / Toolkit Strand / Education Endowment Foundation / EEF <i>Effectively implement a systematic phonics programme. EEF - Improving Literacy in KS1</i>	1, 2 and 6
Cornerstones Curriculum training and staff training to develop a high-quality curriculum which supports Additional class cover to allow TLR Senior Curriculum Lead to develop subject leadership and ensure quality knowledge and key vocabulary is learnt.	Evidence shows that a high-quality curriculum which is knowledge-based, alongside evidence from cognitive science which highlights the need for long-term memory knowledge is critical for life-long learning. https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-prior-knowledge-and-pupil-misconceptions	1, 2, 4
Teaching assistants' skills to be developed through a programme of after school funded CPD to increase their knowledge, understanding and effectiveness.	EEF 'Making Best Use of Teaching Assistants' School leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. Schools should provide sufficient time for TA training and for teachers and TAs 1,2,4 8 to meet out of class to enable the necessary lesson preparation and feedback. Creative ways of ensuring teachers and TAs have time to meet include adjusting TAs' working hours (start early, finish early), using assembly time and having TAs join teachers for (part of) Planning, Preparation and Assessment (PPA) time. The school will pay TAs additional time to attend regular training. Teachers and Teaching assistants use assembly time to discuss planning and pupil progress. TAs run well-structured programmes which support the learning they see in class and also same day catch up sessions.	1, 2, 3 and 4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1,2 and 4

(including Teaching for Mastery training)		
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Staff training on restorative practices and trauma informed teaching.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning. pdf(educationendowmentfoundation.org.uk)</p>	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £146,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants deployed across all year groups. They will support learning in class and run same day maths catch-up in the afternoons	<p>EEF 'Making Best Use of Teaching Assistants'</p> <p>School leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom.</p> <p>Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback. Creative ways of ensuring teachers and TAs have time to meet include adjusting TAs' working hours (start early, finish early), using assembly time and having TAs join teachers for (part of) Planning, Preparation and Assessment (PPA) time.</p>	1, 2, 3 and 4
Teachers are to identify three children in their class who have fallen back or who need advancing in their writing based on previous data and transition information. These children are to receive weekly additional mentoring and feedback and evidence gathered for internal moderation.	<p>2008, the National Foundation for Educational Research & TDA, found that, 'a culture of mentoring and coaching will, over time, have an impact on young people and their learning.'</p> <p>Feedback studies tend to show very high effects on learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	1,2 and 3
Additional phonics sessions targeted at groups run so that all children can access and progress	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be	1, 2 and 4

at their level. This requires trained staff across EYFS and KS1.	more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
White Rose Maths interventions LM support	The White Rose Maths intervention programme provides high-quality, in-school support tailored to meet pupil's needs and plug the attainment gap or accelerate learning. 90% of children on the program make significant progress. <i>'Give children who are struggling with maths additional support through high -quality one-on-one or small-group interventions.'</i> https://educationendowmentfoundation.org.uk/news/eeef-publishes-guidance-to-help-teachers-boost-maths	1,2 and 4
Reading Interventions Lowest 20% in all year groups supported with weekly and daily reading. TA support	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. <i>EEF Reading comprehension strategies Toolkit</i>	1,2 and 4
Resourcing for 'Nest' & Roots and Shoots alongside other areas to support SEMH.	Our 'Nest' is a quiet space for children with SEMH needs to come for interventions, support and a place to feel safe. <i>Our Roots and Shoots has been repurposed as a proactive nurture base for a group of PP children to have nurture start to the morning and afternoon. Impact has been very positive</i> <i>Eg cpoms incidents reduced dramatically</i> <i>Attendance improved</i> <i>Time spent in classrooms improved</i> <i>Part time timetables reduced</i> https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	3,4,5
ELSA programme led by ELSA lead in School Lego therapy Zones of Regulation Social Stories	Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though there is relatively wide variation between alternative programmes. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies ... The majority of studies report higher impact with older pupils. Different treatment approaches, such as behavioural, cognitive and social skills for aggressive and disruptive behaviour, seem to be equally effective. Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline so are worth considering as alternatives to direct behaviour interventions." The ELSA lead organises sessions supported by HTFC two afternoons a week for PP children through targeted interventions. Furthermore, a group of children are taken on a walk away from school most Fridays.	3,4,5

	Due to increased need, the school secured funding for the training of an additional ELSA to improve our capacity to support.	
SALT practitioner Grade 6 EAL interventions	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p><i>The SALT practitioner is working in partnership with SALT professionals from the NHS; 74% of the children on her caseload are PP.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=oral%20la</p>	1,2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
After School Clubs	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>EEF - Physical activity Toolkit</p> <p><i>'There are wider benefits from regular physical activity in terms on physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.'</i></p>	6
Family Homework Clubs	<p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>A homework club is run weekly by learning mentors, specifically for PP children and aimed at family groups. Furthermore laptops are provided for use at home for PP children to access online learning.</p>	1, 2 and 6

	The budget is spent on additional resources to support international new arrivals in this provision as well as snacks.	
Attendance lead and Attendance admin in both key stages promote the importance of attendance. They monitor attendance on a daily basis and act on our First Day Calling procedure. Learning mentors, including NEST provision, will support families, and help overcome anxieties which have grown or emerged during Lockdown.	<p>Sir Kevan Collins, EEF chief executive, comments: “Any primary school teacher will tell you that, alongside the ‘core business’ of teaching literacy and numeracy, a large and often unrecognised part of their job involves addressing children’s emotional, social and behavioural needs. This is especially important for children from disadvantaged backgrounds and other vulnerable groups.”</p> <p>Dr Jo Casebourne: The evidence linking social and emotional skills in childhood with improved outcomes at school and in later life is extensive. Good social and emotional skills are associated with a range of positive outcomes including good physical and mental health, academic achievement, reduced involvement in crime, and higher income.</p>	5,6

Total budgeted cost: £258,600

Detail	Amount	Allocated Spend
Pupil premium funding allocation this academic year (including recovery)	£256,580	£258600
School-led tutoring funding (NTP)	£8,564	£0
TOTAL	£265144	£258600 Underspend £6544
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0
Catch-up Premium funding carried forward from previous year	£0	£0
Total budget for this academic year	£265144	£258600 School led return -£8564 Overspend £2020

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended outcome	Success criteria
More PP pupils working at ARE Gaps are closed more with current cohorts where there is a significant gap – (ARE-PP/Non-PP)	Increase from current whole school data (R/W/M) and close the gap to non-PP
More children are able to read fluently and in turn able to access ARE curriculum texts	% PP pupils passing phonics benchmark increased to national average. Children are making progress with their reading ages.
Children are well supported to meet their SEND targets and books show progress.	SEND targets are met. Other agencies are engaged with the children where necessary to support the child. Children are making progress
SEMH pupils supported to learn	Children are ready to learn and engaged in lessons. Behaviour monitoring shows less incidents. Children are well supported and have access to other agencies where necessary.
Pupil premium children attend school regularly and the level of persistent absence is reduced.	Percentage attendance of PP children is broadly in-line with non-PP
Increased support and involvement of PP families	To ensure attendance is in line with non-PP peers. Families feel supported through school in a range of ways and are therefore able to support their child/ren.

1. More pupils working at ARE.

Whole school Gap W,R, M combined	% GAP (2021-22) (PP: non-PP)	% GAP (2022-23) (PP: non-PP)	% NA Gap (Year 6)
Reading at or above ARE	28.11	22.0	17.7
Writing at or above ARE	29.25	20.5	18.8
Maths at or above ARE	32.9	20.2	20.0

Children work at ARE+	2021-22	2022-23	Difference
Reading at or above ARE	50.66%	49.34%	-1.32
Writing at or above ARE	37.25%	44.97%	+7.72
Maths at or above ARE	43.79%	47.37%	+3.58

Y6 PP Progress Measure

Reading -0.12 (NA -0.87)

Writing 2.26 (NA-0.71)

Maths -0.10 (NA -1.07)

2. More children are able to read fluently and in turn able to access ARE curriculum texts

2021-22

Disadvantaged=61% non-disadvantaged=75%

% GAP (2022-23) (PP: non-PP) = 14%

2022-23

Disadvantaged=78.3% (NA 66.7) non-disadvantaged=86.5% (NA 82.2)

% GAP (2022-23) (PP: non-PP) = 8.2% (NA 15.5)

3. Children are well supported to meet their SEND targets and books show progress.

SEND / PP Children making expected progress	2021-22 (34)	2022-23 (35)	Difference
Reading	94.1	97.1	+3.0
Writing	88.2	94.2	+6.0
Maths	91.2	91.4	+0.2

4. SEMH pupils supported to learn

Year	Days lost to suspension	Number of pupils
21.22	31.5 days	11 pupils (8/11 PP and SEMH 72%)
22.23	19 days	7 pupils (4/7 PP and SEMH 57%)

Internal comparison from 21-22 / 22-23 unable to compare as ways of recording as we recorded behaviour incidents in a different way.

5. Pupil premium children attend school regularly and the level of persistent absence is reduced.

21/22 data from FFT, GAP 2.4% (NA 4.0)

PP – 91.3% (NA 89.5)

Non PP – 93.7% (NA 93.5)

PA PP – 29.1% (NA 35.3%)

PA Non PP – 14.5% (NA 17.9%)

22/23 data from FFT, GAP 3.0% (NA 5.8)

PP – 92.4% (NA 89.1%)

Non PP – 95.4% (NA 94.9%)

PA PP – 26.8% (NA 35.4%)

PA Non PP – 8.3% (NA 16.2%)

6. Increased support and involvement of PP families

Our LM ran a homework club for the majority of last year where children of PP families were invited where all children were working below ARE across all subjects. We had 6 PP families attend the club, with 14 children from rec-Y6 in attendance. Pupils were able to have support to complete homework by our Learning mentors and also other

creative tasks such as arts and crafts and baking. All of the children within the groups completed their homework for the week during this group.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Cornerstones Curriculum Maestro	Cornerstones
Beyond the Physical	Beyond the Physical
NELI	Nuffield