

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	415
Proportion (%) of pupil premium eligible pupils	39.75
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	October 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Kate Meade
Pupil premium lead	Jane Bray
Governor / Trustee lead	Jo Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Sep 21 –March 22 111,410 April 22- Aug 22 91347 * *estimated £202757
Recovery premium funding allocation this academic year	£22,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£224,757

Part A: Pupil premium strategy plan

Statement of intent

The school recognises that eligibility for Pupil Premium does not imply low ability. Our focus is on supporting disadvantaged pupils so that they achieve the highest levels; we will also focus on identifying gaps and providing timely and appropriate intervention for our most disadvantaged pupils following school closure due to COVID-19, through a process of data and teacher assessment. School leaders work with wider professionals and the community to make the key decisions about our strategy and regularly evaluate the effectiveness of interventions for individual pupils. We have a 4 strand strategy for 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

Challenges

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

Challenge number	Detail of challenge
1	Assessment data shows that a significant number of PP pupils are not attaining ARE in all three core subjects. End of year data showing significant gap <ul style="list-style-type: none">• Reading at or above ARE: PP 41.5% Non PP 62%• Writing at or above ARE: PP 28.3% Non PP 52.3%• Maths at or above ARE: PP 45.3% Non PP 61.4%
2	Increase in Widening gap between PP and non PP pupils 2020-2021- TA data from 20-21 compared to 19-20 shows that less PP children achieved ARE in 20-21, then in 19-20. The gap has widened an average of 17%
3	Poor social and emotional well-being amongst some pupils Significant number of PP pupils with SEMH needs <i>Of 65 are PP and of those 37 have SEMH as one of their needs</i>
4	The majority of our families have high aspirations for their children but are facing the barriers of lack of time, capacity and resources. 20 PP families' identified where ALL children are working below ARE 20/114 of our PP(17.54 %)
5	EYFS baseline shows low starting point 2021 baseline showing 85% below ARE for word reading 78% below ARE for comprehension – currently PP is not showing as a significant factor and need to maintain this

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
More PP pupils working at ARE	Increase from current whole school data (R W M 41.5 28.3 45.3)
Gap closing between number of PP and non PP pupils working at ARE	Close gap from current point of 17%
SEMH pupils supported to learn	Identified pupils making progress in line with peers
Maintain consistent levels between PP and non PP in EYFS reading	Gap to remain closed
Increased support and involvement of PP families	Reduce % PP families where all pupil members are working below ARE

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 stand 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: (LM £162,857) (Phonics £7356.95) (phonics CPD £1074) (LPO project £500) (TLR total 10,447.60)

TOTAL: 182,235.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
TLRs to work alongside teachers to develop good or better teaching. To support them in action planning following Gap Analysis and in measuring impact. M-£2316.80 W- 4586 R – 1772.40	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. <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.'</i> <i>EEF Key Principles</i>	1 and 2
Purchase of 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 4
Temporary TLR for phonics lead to lead implementation of phonics programme, ER& P – 1772.40	Phonics Toolkit Strand Education Endowment Foundation EEF <i>Refer to 'How could you implement in your setting?' 'Training staff and carefully monitoring progress'.</i>	1, 2 and 4
SLT eef endowment course Leading positive outcomes outcomes project £500	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation Strengthening leadership understanding of evidence informed practice to have greater impact	ALL

Release £1000		
SUPPORT TO LEARN		
The pupils in need of support and show characteristics such as: ‘plateauing’ scores, conceptual barriers to learning. Intervention groups supporting pupils across the school. Use school assessment data to identify core area of learning for Learning Mentor focus. Identify relevant focus for specific year group.		
Y4 - timetables intervention	Pupils should master basic arithmetic and be able to recall their timetables quickly. ‘Give children who are struggling with maths additional support through high -quality one-on-one or small-group interventions.’ https://educationendowmentfoundation.org.uk/news/eef-publishes-guidance-to-help-teachers-boost-maths	1,2 and 4
Handwriting Fizzy hands	Research suggests that slow or effortful handwriting (as well as spelling) takes most of children’s focus and limits the amount of thought that can be given to the content of their writing. Approaches that aim to support the accuracy and fluency of children’s handwriting have been shown to improve the presentation, quantity and quality of children’s writing. Additionally, studies show that poor handwriting can bias readers’ judgements of ideas in a text, which may lead to lower marks for writing composition. EEF Research Document ‘Speed and fluency as important as accuracy for good writing’	1,2 and 4
Small group reading comprehension 1: 1 reading	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. EEF Reading comprehension strategies Toolkit	1,2 and 4
Writing Small group feedback/target setting	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. EEF Feedback Toolkit	1,2 and 4
Resources across interventions £1000		

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

Budgeted cost: (Meet & Greet £7064) (Nurture resources £6194) (some cross over with LM support to learn) (Tutoring FFT £2475) (Tutoring Ranstad £2850) (Academic mentor £2000) (oral lan £5000)

TOTAL: 25,583

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
<p>NUTURE TO LEARN : Social and emotional support is high on the EEF agenda, and we know that ensuring children are reading and confident for learning aids progress.</p>		
<p>‘Meet and greet/NUTURE breakfast’ Daily 810-8:40 is a pastoral system where members of staff are available to meet pupils (and their parents) before school, designed to support those who struggle to settle to learning because they are anxious, upset or have any concerns which may be managed swiftly by nurturing staff. A targeted group of PP children will attend</p> <p><i>Resources</i> £500</p>	<p>Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time. If interventions take up more classroom time than the disruption they displace, engaged learning time is unlikely to increase. In most schools, a combination of universal and targeted approaches will be most appropriate:</p>	3
<p>Zones of Regulation Intervention</p> <p><i>Resources</i> £500</p>	<p>file:///st-dc-01/Staff%20Home\$/kate.meade/Downloads/improving-social-and-emotional-learning-in-primary-schools.pdf</p> <p>The development of self-regulation skills enables children to behave in socially acceptable ways by, for example, giving them the ability to take turns, share, and express emotions (such as anger or frustration) in appropriate ways.²² Self regulation of emotions complements self-regulated learning, which is discussed in EEF guidance reports on Metacognition and Preparing for Literacy.</p> <p>EEF key findings - ‘Both targeted intervention and universal approaches have positive overall effects’</p>	3

	EEF Toolkit Metacognition and self-regulation EEF Toolkit Behaviour Interventions	
ENGAGE TO LEARN		
Timetabling of behaviour 'mentors' to work 1:1 and with small groups of pupils to address emotional and social issues. 'Real life' experiences to be used within these sessions e.g. cooking, trips to town, using public transport etc. Timetabling of behaviour 'mentors' to work with and support pupils on a 1:1 basis to address emotional and social issues which are impacting on learning behaviour.		
ELSA programme led by Elsa lead in School Lego therapy Forest School Zones of Regulation Social Stories <i>Resources</i> <i>£100</i> Pupil led enterprise	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."	3
Tutoring to support carefully identified individual pupils		
FFT lightening squad Yrs 1&2 (30 pupils) £2475	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2 and 4
NELI	EYFS toolkit shows communication and language approached have high impact There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes have been rigorously tested for impact. https://educationendowmentfoundation.org.uk/education-evidence/early-years-	1,2 and 4

	toolkit/communication-and-language-approaches	
Academic mentor £2000 <i>Resources</i> £500	Academic mentors will provide intensive learning support, while allowing teachers to focus on delivering lessons. Evidence suggests how effective this kind of small group tuition can be. By directly employing academic mentors within each school, their activity and impact can be shaped to the school's needs and closely monitored. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2 and 4
Ranstad tutoring Yrs 3&4 (30 pupils) £2850	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2 and 4
£5000 Voice 21 release EAL interventions	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. 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	

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

Budgeted cost: £ (some cross overs with staff in above areas) Attendance 10437 APSO 975

TOTAL 11,412

Activity	Evidence that supports this approach	Challenge number(s) addressed
EXTEND TO LEARN		
Support for extra-curricular activities to nurture skills and talents, to develop social skills and promote self-esteem		
Physical After School Clubs	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	3 and 5

Football boys Football girls <i>Resources £500 (balls boots shin pads)</i>	and opportunities that might not otherwise be available to them. EEF - Physical activity Toolkit <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>	
Family Homework Clubs <i>Resources: £500</i>	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. EEF - Homework EEF - 'Parental engagement has positive impact it is crucial to consider how to engage with all parents to avoid widening gaps' 'The average impact of parental engagement approaches is about an additional four months progress over the course of a year. There are also higher impacts for pupils with low attainment.'	3 and 5
Attendance officer (50% role: £10 437 APSO £975	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=parenta	

Total budgeted cost:

- **£182,235.55**
- **£25,583**
- **£11,412**

Resources across all £5000

TOTAL £214,230.55 (Surplus £526.45 – unexpected/contingency)

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 2020 to 2021 academic year.

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.

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. We will use the eef to ensure that interventions are carefully chosen and targeted at the appropriate pupils.

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

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

- Reading lead targeted: Y4- 72% ARE PP- 55%
- Writing lead targeted Y5- 56% ARE PP-50%
- EYFS lead targeted N 72.7 Speaking

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
Lightening Squad	FFT
Reading Tuition	Ranstad
Online maths tuition	TLC LIVE