

Pupil premium strategy statement – St Thomas CE Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	239
Proportion (%) of pupil premium eligible pupils	20 pupils 8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mark Ward
Pupil premium lead	Laura Ben-Ali
Governor / Trustee lead	Rev. Susan Salt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,380
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£28,380

Part A: Pupil premium strategy plan

Statement of intent

At St Thomas, our Pupil Premium strategy is focussed on improving outcomes for our most disadvantaged pupils through a three-tiered approach: quality first teaching for all pupils; targeted interventions and wider strategies which consider the whole child and their barriers to learning. We believe that parents/carers play a crucial role in the success of pupils, so it is our aim to actively engage and support parents and families. Further to this, we feel that excellent attendance is key for all of our pupils, so we aim to continue to work relentlessly to combat barriers to good attendance, thus improving the attendance of our disadvantaged pupils, still aiming towards the target we have for the whole school: 100% attendance.

Quality first teaching is at the heart of everything we do at St Thomas', with a focus on the attainment and progress of our most disadvantaged pupil; we rigorously track the progress of these pupils to ensure our strategy meets their specific needs and works to address any gaps. Our rigorous, academic curriculum sets the highest of expectations for all of our pupils, including and particularly for, our Pupil Premium children; our teachers are adept at delivering high quality teaching and learning, with the scaffolds in place to ensure all children can achieve, and that no child slips through the net. Through our wide range of opportunities, we aim to open doors to new experiences for our Pupil Premium children. Our disadvantaged pupils are prioritised in everything we do at St Thomas' and their barriers to learning and individual needs are considered in all professional discussions and decision-making.

Our pupil premium strategy is shared and agreed with all staff, meaning each member of our team understands their roles and responsibilities when supporting our pupil premium children. At St Thomas', we want all pupils to thrive by accessing our challenging and academic curriculum, experiencing all that life has to offer; our Pupil Premium strategy has been designed with this key aim in mind.

Challenges

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

Challenge number	Detail of challenge
1	A proportion of our Pupil Premium (PP) pupils require ongoing pastoral care, to support pupils' mental health and well-being.
2	Whilst our Pupil Premium attendance is above the national average, analysis of internal data indicates that there is a gap between PP pupils and whole school attendance. For the academic year 2023-24: 97.15% whole school compared to 95.91% for PP pupils. This is a barrier to

	these pupils accessing the full academic curriculum and affects progress and attainment.
3	We recognise the importance of positive attitudes to learning and engagement in lessons and how crucial these factors are in promoting good habits for the future, for all pupils but particularly those who are PP.
4	Analysis of data and moderation of pupils' books shows that attainment of PP pupils is lower than that of their peers, indicated by the fact that they are working towards expected standard or at the lower end of expected standard, for example in writing (i.e. not secure expected).
5	We have identified limited parental engagement which poses significant challenges for our PP pupils. When parents are less involved in their child's education, it impacts academic support, emotional well-being, attendance and behaviour. Recognising its importance, we aim to address these challenges and build stronger parental engagement amongst our PP families.

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
Available effective support for pupils where there are safeguarding or pastoral concerns.	• Specific support is in place for pupils who require enhanced level of pastoral care • Well-trained pastoral lead able to deliver suitable and effective interventions and support for groups and individuals • A PSHE scheme that supports pupils with their SEMH, suitable for our school's context
PP attendance at least in line with the rest of the school and above national average (or better).	• The gap between PP and non-PP attendance will continue to diminish • PP Pupils have a positive attitude about school attendance • High profile of attendance by all staff • Weekly attendance meetings with core staff • Parent liaison/pastoral lead and SLT will respond appropriately to offer support and address attendance issues that arise

	• Meetings with parents regarding concerning attendance/ holiday requests
Increased number of PP pupils demonstrating exceptional behaviours and attitudes to learning.	• PP pupils engaged in all subjects • High quality CPD for teachers and teaching assistants on using a range of strategies to support positive learning behaviours • Refined behaviour curriculum, which is bespoke to school and personalised where needed in order to address the reasons behind any behaviour concerns • Independent and resilient pupils who take ownership of their learning • Reports show few or no low-level disruption.
Writing attainment of PP pupils will improve and there will be more PP pupils at secure expected or above.	• More pupils at secure expected level in writing • Fully engaging and effective writing curriculum in place • PP pupils who are enthusiastic about writing and proud of what they have achieved • Specific writing intervention for PP pupils in order to accelerate progress • Careful monitoring of PP pupils' writing attainment at Pupil Progress Reviews and between, with personalised feedback for PP pupils in order to accelerate progress
Improved parental engagement will improve academic outcomes, attitudes to learning and attendance.	• Continue to develop parental workshops to provide opportunities to empower parents e.g. curriculum workshops, phonics, maths etc. Careful consideration given on how to target this support. • Targeted communication to provide updates on pupil-progress, up-coming events and ways to support learning at home.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,055

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching approach to Professional Development and utilisation of Teaching and Learning Toolkit, with a particular focus on PP pupils	Numerous studies highlight the effectiveness of coaching in improving teaching practices and student outcomes. For instance, a meta-analysis by Kraft and Blazar (2018) found that teacher coaching positively impacted classroom instruction and student achievement. Coaching provides personalized support, encourages reflective practice, and helps teachers implement evidence-based strategies. (£6730 based on 3 hrs per week on coaching L11)	3 and 4
Providing cover time to undertake Professional Development – NPQs to support retention of staff	Protected time for PD allows teachers to stay informed about evidence-based practices, benefiting student outcomes. In addition, collaboration and reflection among educators enhance teaching methods. (£1600 based on £200 per day for supply cover – 8 days)	3 and 4
On-going training, coaching and practice sessions for RWI phonics	Continued Professional Development (CPD) is crucial for improving phonics teaching, especially when linked to pupil premium. Evidence suggests that the effectiveness of phonics is related to the pupil's stage of reading development. Therefore, it is essential that teachers receive professional development in effective assessment as well as in the use of specific phonics techniques and materials.	4

	Phonics approaches have consistently been found to be effective in supporting younger pupils to master the basics of reading, resulting in an average impact of an additional five months' progress. Research indicates that phonics is particularly beneficial for 4- to 7-year-olds as they begin to read. High-quality CPD for teachers significantly impacts pupils' learning outcomes. It has the potential to close the gap between beginner and more experienced teachers. The impact of CPD on pupil outcomes is comparable to having a teacher with ten years' experience rather than a new graduate. (£1725 one-hour coaching per week for phonics lead + 3 RWI consultancy days £600 supply + 3 days training £600 supply)	
Implementation of Ready Steady Write English scheme, with Professional Development for staff	The use of high-quality units of work using language-rich vehicle texts from Reception through to Year 6. These enrich the teaching of writing, contextualise spelling, grammar and punctuation and enable children to reach ARE and Greater Depth in writing £3000 includes scheme, resources and training	4
Quality First Teaching approaches carefully considered to support, engage and motivate PP pupils, e.g. through seating plans, focussed questioning, building relationships	Research-backed approaches such as the Walkthrus have supported us in developing a Teaching and Learning Toolkit that is bespoke to our school. On-going CPD	3 and 4

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

Budgeted cost: £13,883

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Literacy intervention: Fast Track Phonics	Research (including the EEF) consistently shows that targeted phonics interventions lead to accelerated reading progress. Pupils who receive catch-up phonics support make significant gains, bridging gaps in their literacy skills. These interventions provide an additional five months' progress on average¹. Based on total of 15 hours TA 2 per week £10,971	4
Speaking and listening interventions, particularly in EYFS	Recommendation Number 1 from the EEF's report improving Literacy in KS1 is 'Develop pupils' speaking and listening skills and wider understanding of language'. Language provides the foundation of thinking and learning and should be prioritised. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1727626351	3 and 4
Training for TAs to support high quality provision within the classroom	Well-implemented CPD for TAs leads to better support for pupils. TAs equipped with evidence-based strategies can provide targeted interventions, personalised support and effective classroom support. This, in turn, improves pupil engagement, learning experiences, and overall achievement. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Based on 30 mins CPD per fortnight for each TA £2912	3 and 4
Small group literacy tuition at KS2	Small group tuition provides an average of four additional months' progress over the course of a year. This targeted support allows educators to address specific pupil needs more effectively. The reduced pupil-to-teacher ratio fosters closer interaction, enhancing learning experiences.	3 and 4

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

Budgeted cost: £14,820 (approx)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead support: to	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-	1, 2 and 3

include drop-ins, Quiet Zone provision and well-being 1:1 sessions	reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term £734 based on one hour per day	
Actions to support excellent attendance: • Weekly attendance Team Meetings ; • Attendance incentives; • Meetings with parents; • Half termly attendance reports; • First day response including home visits; • Bespoke support for individual children and families e.g. school nurse or individual action plans.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment Based on weekly 15-minute attendance meeting with attendance team (£2000 approx)	2
Access to a range of wider-curricular	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation £352 based on one hour per term for analysis	3

clubs and activities and promotion of one free club per year for PP Pupils. Data to be collected and analysed to track attendance of PP pupils.		
Music provision – all children to learn an instrument from a specialist teacher from Y2 upwards including violin or djembe.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation £3000 approx	3
Communicat ing with/ supporting parents – parent liaison. Coordinating and attending parent workshops (one termly workshop plus ad-hoc workshops which include SEND).	Effective communication with parents is crucial within our pupil premium strategy. Research consistently shows that parental involvement is linked to positive student outcomes. When parents are engaged in their children's education, students are more likely to exhibit improved academic performance, better attendance, and enhanced social and emotional well-being. Personalised communication with parents, explicitly linking it to learning, fosters a collaborative partnership. By sharing information about student progress, attendance, and learning behaviours, we create a unified source of extrinsic motivation for students. Our commitment to transparent and meaningful communication ensures that parents are active partners in their child's educational journey, contributing to overall success. Based on 1 hour TA time per week £734	5

Specialist teachers in subjects including Art, DT and music	Within our pupil premium strategy, specialist expert teachers play a pivotal role in enhancing student outcomes. Specialist expert teachers bring in-depth subject knowledge and pedagogical expertise. They can differentiate instruction effectively, tailoring it to individual student needs. This personalised approach ensures that pupils, especially those eligible for pupil premium, receive targeted support to overcome learning barriers. Research shows that specialist teachers positively impact student attainment and progress. Their expertise enhances the quality of teaching, leading to better outcomes. Pupils benefit from focused interventions, effective feedback, and evidence-based strategies. DT Specialised £3000 approx Art Specialist £5000 approx	3
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Total budgeted cost: £41,758 (approximately)

Part B: Review of the previous academic year 2023-24

Outcomes for disadvantaged pupils

Detail of challenge	Impact of 2023-2024 Strategy
Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.	97% passed PSC – Y1 (75% of pp) 100% passed PSC Y2
Our assessments and observations indicate that the education and well-being of our disadvantaged pupils has been impacted by partial school closures to a greater extent than other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps, leading to pupils falling further behind age related expectations, particularly in maths and reading.	Attainment across school from Y1 – Y6 (Summer term) Reading: 12/17 – EXP+ Writing: 13/17 – EXP+ Maths: 10/17 – EXP+ RWM: 10/17 – EXP+ KS2 data = 93% RWM ARE (97% PP) Phonics Screen Check Y1 = 97% Multiplication Check Y4 = 23.33 average score KS2 PP (3 pupils) = 100% reading ARE, 67% maths ARE, 67% reading ARE
Attendance data shows that there is missed learning due to poor attendance – there is a difference between PP attendance and non-PP attendance which is a contributing factor to poor academic achievement.	Whole school attendance data -97.29% PP data – 96.04% (has increased from 95.38% in Autumn term) Only 1 PA/PP child Some significant improvements in some PP children e.g. one PP child was at 86% in 22/23 and now is at 94%.
Observations, discussions and surveys indicate low levels of parental engagement/ support – some parents do not engage well with school and communication is poor. There can be lower attendance from PP parents at	Increased attendance from all parents (including PP) at parents evening (100% PP parents attended spring term parents evening)

school events such as parents evening and celebrations. Observations, discussions and surveys indicate low levels of parental confidence in supporting home learning – parents and pupils have commented on how they felt a lack of confidence when learning at home, particularly around maths and reading.	Positive feedback from Parent Survey – 100% of PP parents would recommend St Thomas' to a friend Positive attendance at parent workshops and SEND coffee morning
Some PP pupils face ongoing challenges linked to mental health – this presents as school refusal, anxiety, lack of confidence, low levels of resilience in both parents and pupils	As a result of the support provided (e.g. pastoral interventions and self-regulation), pupils exhibit lower levels of anxiety and stress, allowing them to engage more effectively in their learning as well as improve their overall school attendance (read case studies to see impact on individual pupils).