

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	8%(19 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021/22 2022/23 2023/24
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jane Dunn (Chair of Governors)
Pupil premium lead	Emily Alty
Governor / Trustee lead	Jane Dunn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,125
Recovery premium funding allocation this academic year	£2975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£33,100



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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 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. Through our curriculum and range of opportunities, we aim to open doors to new experiences for our Pupil Premium children that may have been closed. 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

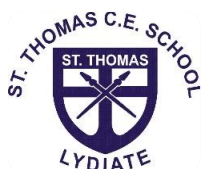
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	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.
2	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.
3	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.
4	Observations, discussions and surveys indicate low levels of parental engagement/ support – some parents do not engage well with school and communication is poor. There is poor attendance from PP parents at 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.
5	Assessments, observations and discussions with pupils and staff indicate under developed oral language skills and vocabulary gaps in our disadvantaged pupils. Some pupil premium children have speech and language needs and there is a difference between the spoken and written vocabulary of PP and non-PP children.

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
All PP children will achieve ARE and make expected or rapid progress in reading, writing and maths.	– PP children who are accessing high quality and impactful interventions based on their individual needs, without negative impact on learning in other areas of the curriculum. These interventions have a positive impact on their progress and attainment – Outstanding quality first teaching in every lesson, considering individual needs of all pupils – A consistently embedded, progressive phonics scheme, taught by confident, skilled teachers – All PP children to be making good or rapid progress in reading, writing and maths – All PP children to be achieving or above ARE in reading, writing or maths
All parents to be actively involved in school life with strong communication between school and home.	– Parent liaison lead to maintain good communication with parents. – Parent liaison lead to work with PP lead to identify areas of need and address these – Parent liaison and PP leads to develop a pre-emptive and responsive approach to engaging parents – All parents will attend important school events to ensure that they actively support their child in all areas of school life – Parents will feel encouraged and welcomed into school life with strong lines of communication for all – Parents will be informed well in advance of key school events
All parents to feel confident in supporting their child's home learning.	– Parents will have opportunities to learn from teachers and acquire skills and strategies to help when supporting home learning – Parents will have a good understanding of the school's curriculum and approach to teaching – All parents will take an active role in supporting their child's learning through guidance and encouragement from school – Parent liaison to work with teacher to identify areas of need and will endeavour to support those families – Pupils who are all reading five times a week at home
No negative difference between PP and Non-PP children's attendance.	– PP attendance will continue to improve, ensuring there is no difference between PP and non-PP attendance – Parent liaison lead will work closely with families of PA children to remove barriers and support families in improving attendance – Attendance of PP children will be monitored continuously through weekly attendance meetings. Parent liaison lead will respond appropriately to address any issues arisen – Improved and good attendance of PP children will be celebrated and rewarded – Improved and good attendance of all children will be celebrated and rewarded



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	– Attendance will be kept high profile by all members of staff
Pupils have excellent learning behaviours and the skills needed to learn independently.	– Teachers have a deep routed understanding of metacognition and apply it to their everyday teaching – Children have a range of strategies they can use to help them to learn and make progress in a lesson – Children are independent and use a range of resources in the classroom to help them in their learning – Children are resilient and face challenge with enthusiasm
All pupils have a rich vocabulary and have a good standard of written and spoken communication, inclusive of a broad vocabulary. Pupils will be confident when communicating with others in a range of situations.	– Children who have a rich vocabulary and apply it in their everyday spoken and written language – Children who are enthusiastic about learning the meaning of new words – Children who are confident communicating in a range of everyday situations – Children who can understand and apply the conventions of conversation – A consistently embedded, progressive phonics scheme, taught by confident, skilled teachers

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.

Budgeted cost: £ 9016

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.	2
Voice 21	EEF -The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.	5
Staff training – quality first teaching/ metacognition	EEF- The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future.	1, 2, 5
New marking and feedback policy	EEF- 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. Feedback can be effective during, immediately after and sometime after learning. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months).	1, 2,5
Read, Write Inc phonics programme (including Fast Track tutoring)	The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research	1, 2, 4, 5

suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).

Targeted academic support Budgeted cost: £16,847

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead	EEF- 'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.	3, 4
Interventions: - Key readers - Read, Write inc – Fresh Start - Maths Pre-teach	EEF- The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. All our interventions are chosen as they have a proven track record of success in previous academic years.	1, 2, 5
Access to after school provision (including reading with an adult)	EEF- The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	1, 2, 4
National Tutoring Programme	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.	1

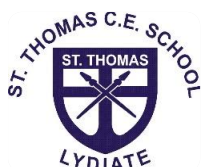
Budgeted cost: £4125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent liaison role	EEF- 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. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is evidence that personalised messages linked to learning can promote positive interactions.	3, 4
Attendance action	Poor school attendance is a significant problem in the UK. In 2019/20, it was reported as 4.9% overall. Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.	3
Access to a range of extra-curricular clubs and activities	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.	2, 5

Part B: Review of outcomes in the previous academic year (2021/22)

We are proud of the progress our Pupil Premium children have made this year and can already see the positive impact our three-year plan is having on the outcome of the most disadvantaged. Most of our Pupil Premium children have made good or accelerated progress across the curriculum; we believe effective quality first teaching has been the main factor in this. Rigorous tracking and interventions have ensured that the gaps in our Pupil Premium children's knowledge and understanding, particularly in reading, have been identified and children have made progress in these areas. We have continued to make reading a priority which has a positive impact on pupils' attitude to reading both in school and at home. We have seen increased parental engagement from Pupils Premium families and have worked hard to build strong relationships, bridging the gap between school and home. Attitude to attendance has improved and we have seen a real impact of our relentless attitude to attendance in some Pupil Premium pupils who previously had poor attendance. Pupil Premium parents speak positively about St Thomas, as do our pupils.

Detail of challenge	Impact of 2021-2022 Strategy (Some data not listed due to low PP numbers, ensuring anonymity)
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.	Phonics Data 97% of Y1 pupil passed the phonics screening check. All children in KS1 have made progress through phonics programme, moving at an appropriate pace through programme, including PP children. Fast Track Tutoring Fast track tutoring has had a positive impact on all pupils accessing this intervention. 100% of pupils (inclusive of PP) have made positive words per minute progress.
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.	End of KS2 data: Reading – 100% ARE+ (inclusive of PP children) Writing – 97% ARE+ (inclusive of PP children) Maths – 100% ARE+ (inclusive of PP children) In Year data: 71% of PP children are at ARE for RWM in Summer term (as opposed to 28% in the Autumn term). Quality First Teaching Approaches Monitoring evidences that Teaching and Learning toolkit is used consistently across the school. Teachers are accessing a bank of quality first strategies to support all pupils including the PP. Accelerated Reader Data Some PP children are making accelerated progress through the scheme, achieving average scores of over 85% and reading at a rapid pace.



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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.	Attendance Data Gap between PP and non-PP is narrowing – non PP attendance was 96.2% compared to PP at 95%. There has been some significant improvements in attendance data for some persistently absent PP children.
Observations, discussions and surveys indicate low levels of parental engagement/ support – some parents do not engage well with school and communication is poor. There is poor attendance from PP parents at 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.	Parent Voice Recent parent survey demonstrates positive results from PP parents. 100% of PP parents would recommend our school to a friend and feel their child is happy at St Thomas. 100% of Pupil Premium parents (who responded to our survey) would recommend St Thomas to a friend.
Assessments, observations and discussions with pupils and staff indicate under developed oral language skills and vocabulary gaps in our disadvantaged pupils. Some pupil premium children have speech and language needs and there is a difference between the spoken and written vocabulary of PP and non-PP children.	Data 78% of PP pupils are now at ARE for reading.