

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.

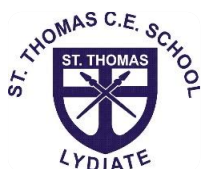
It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Thomas CE
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	7% (14 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021/22 2022/23 2023/24
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Emily Alty
Governor / Trustee lead	Joely Gibbons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,795
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£16,795



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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.

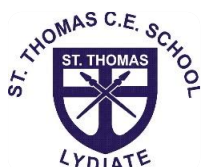
Our pupil premium strategy is shared and agreed with all staff, meaning each member of our team understands their roles and responsibilities when supporting our pupil premium children. Our disadvantaged pupils are prioritised in everything we do at St Thomas and their barriers to learning and individual needs are considered in all professional discussions and decision making.

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	Lack 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
2	Lack 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.
3	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	Lack of skills as learners/ learning behaviours – teachers and pupils would benefit from more strategies that develop independent learning behaviours.
5	Low level vocabulary – 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.



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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan.**

Intended outcome	Success criteria
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 – 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 rooted 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,	– 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

inclusive of a broad vocabulary. Pupils will be confident when communicating with others in a range of situations.	– Children who can understand and apply the conventions of conversation
All PP children will achieve ARE and make expected or rapid progress in reading, writing and maths.	– Children who are accessing impactful interventions based on their individual needs, without negative a impact on learning in other areas of the curriculum – Outstanding quality first teaching in every lesson, considering individual needs of all pupils – A consistently embedded, progressive phonics scheme, taught by confident 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.

Teaching

Budgeted cost: £ 4,499

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.	5,2
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 - 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.	4
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 some time 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).	4,5

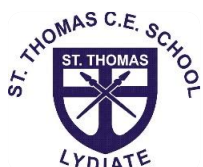
Targeted academic support Budgeted cost: £ 7290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead	Addresses a number of specific areas previously mentioned. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice.	3,1
NELI Programme	EEF- Children receiving the 30-week version (beginning in Nursery, and continuing in early Reception) made about four months of additional progress in language skills compared to children receiving standard provision. On average, children with better language skills also have better literacy skills, so it might be expected that by improving language skills we can also improve literacy.	5
Interventions: - Key readers - Precision teaching - Read, Write inc - Speed up handwriting	EEF -The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	4,5
National tutoring Programme/ School led tuition	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.	1,3,4

Wider strategies

Budgeted cost: £3006

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	1,2,3



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	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.	
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, 5, 4

Total budgeted cost: £ 14,795

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.

Aim	Outcome and Impact
To successfully refine and embed adapted core knowledge curriculum in all areas of the curriculum.	Through the use of subject leadership time, we have developed subject leaders. Subject leaders have an in depth knowledge of their subjects, enabling them to support other teachers in the delivery of their subject. Subjects now have a comprehensive scheme of work, policy and assessment expectations. Teachers can talk confidently about their subject and how it is in line with our curriculum vision. Leaders have been able to monitor their subjects through lesson observations, book looks and pupil voice giving them a clear picture of their subject across the school and opportunities to identify next steps. As a result of effective subject leadership, pupil's lessons build upon previous learning and challenge by exposing to high level knowledge. Books evidence progression for PP children across the school in all subjects and work demonstrates excellence. Vocabulary is prioritised in every lesson and this is evident in all pupils' books.
Ensure all teaching staff are proficient with online learning platforms and can confidently upload work, mark and teach using these.	Teachers worked hard to adjust to remote learning at the earliest opportunity. A Remote Learning policy was promptly created to ensure consistency across the school and guidance for teachers. Teachers have all developed their use of remote learning platforms, such as: Zoom and Seesaw. Staff have greatly developed their confidence in the use of these programmes and have commented on how they are now using them as part of their day to day teaching, 'I think lockdown has actually enabled us to build great relationships with parents through the use of ICT and this has positively impacted on learning'. Parents also commented positively on the quality of the remote learning in parent survey. The effective use of online learning platforms allowed us to continuously monitor all children's progress and still offer a high quality education where teachers were able to carry out face to face lessons and offer feedback on pupils' work, therefore pupils were able to continue to make progress across the curriculum. In addition to this, we were also able to monitor the attendance of pupils, identifying children who were not accessing remote learning. Percentage of children working at ARE in reading 82% (national average 73%) 64% PP Percentage of children working at ARE in writing 84% (national average 78%) 71% PP Percentage of children working at ARE in maths 86% (national average 65%) 57% PP
Ensure all children have access to online learning platforms and can engage with remote learning.	PP children were prioritised when supporting children and families in accessing remote learning. Staff developed robust systems for communication with these families, to ensure they felt supported throughout lockdown. The school were provided with 8 devices from the DJE; PP children were provided with laptops which meant that they were able to easily access remote learning. Staff made frequent contact with PP children to ensure they weren't having difficulties and to encourage pupils to continue working hard from home. A record of identified vulnerable pupils was created (inclusive of PP children) which was frequently referred to and monitored by member of SLT and safeguarding team. Levels of support for these children and families were then decided: from fortnightly home visits; phone calls home or invite to attend school key worker provision. This resulted in improved engagement in from PP children in remote learning and continued progress through the curriculum.
To ensure all teaching assistants are confident in supporting the delivery of all areas of the curriculum including interventions and in-class support)	Teaching assistants have taken part in a number of training sessions led by maths and English leads, based upon their role in a lesson. Teaching assistants have focussed on how best to support children in lessons, considering how they can scaffold learning without the child becoming reliant on support, developing their own independence. This has resulted in more effective use of teaching assistants in lessons, as recognised by RC and LBA in follow up lesson drop ins. One PP child stated, 'I get help by (TA) giving demonstrations, then I know what to do'.
For all PP children to achieve at least ARE by the end of KS1 and KS2	Assessment lead planned an assessment week following the second lockdown in order to gain a clear picture of the progress and attainment of pupils across the school. Rigorous discussions then took place between SLT, teachers and SENCO. This data enabled staff to identify next steps in each class e.g. areas of focus within the curriculum and focus group/ individuals

in reading, writing and maths.	needing extra support. This information was used by SENCO to plan interventions across the school. This data collection point was immediately after the second lockdown, so we therefore noticed a dip in children's attainment. 7/14 (50%) PP children were achieving ARE in reading, writing and maths (Spring data). Across the school, 70% of pupils were achieved ARE in reading, writing and maths at the end of the academic year. 64% of disadvantaged pupils achieved ARE in reading, writing and maths at the end of the academic year.
To accelerate the spoken language development of pupils in EYFS.	Language development is at the heart of the EYFS curriculum. The Early Years environment has been developed over the course of the year to incorporate language and vocabulary into every area, meaning that all children are continuously provided with rich language opportunities and vocabulary, allowing children to make good progress within this area of the EYFS framework. Upon entry to EYFS (perhaps due to lockdown), assessment data revealed that 29% of children were at risk of delay in terms their Communication and Language. Most recent assessments show that this has significantly reduced with only 15% now at risk. Oracy is given high priority with daily opportunities for whole class and small group discussions. We have introduced talk partners in the summer term two. Children are explicitly taught how to be good listeners and how to speak and communicate effectively with others. EYFS timetable three story time sessions every day. Children are exposed to a wealth of different vocabulary through the different stories we read and have that protected time to sit and listen to syntax modelled by the adult, resulting in a real love of reading at a young age. Five children (inclusive of PP child) have also been taken part in a targeted intervention, NELI. Nuffield Early Language Intervention is a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness. Children are initially assessed against a criteria (ELKAN) which is reviewed frequently to ensure children are making progress. Neli is in two phases and a comprehensive assessment is done at the end of each phase. All five children are making good/ rapid progress, particularly in the area of attention and listening.
To accelerate the progress of disadvantaged pupils in reading, writing and maths.	During PPRs (Pupil Progress Reviews), the progress and attainment of PP children is always first on the agenda. The attainment and progress of these pupils is discussed in depth, including barriers to learning; end of year targets and progress towards these; interventions that are in place. These discussions allow teachers time to consider the needs of these pupils, meaning support is targeted and monitored frequently. Reading – 85% of disadvantaged pupils making expected progress Writing – 85% of disadvantaged pupils making expected progress Maths – 64% of disadvantaged pupils making expected progress
To narrow the 'word gap' by ensuring all PP children are reading widely and frequently and embed whole school vocabulary policy.	PP children are reading frequently with members of staff across the school. All PP are reading frequently with members of staff in class, through intervention and in after school provision. During lockdown, books were distributed to PP children, ensuring that all children had access to appropriate reading books. Books are matched to the child's ability level and a range of fiction and non-fiction texts are sent home. Home reading journals evidence the reading that takes place each week, which has resulted in much more confident and fluent readers. Vast improvements in confidence and fluency have been noted in pupil premium children. In books, PP children are frequently using a lesson's 'STAR' words and applying correctly in their books. Through the use of this new vocabulary, PP children are frequently achieving at least 2 of the set knowledge goals for a lesson. One PP child stated, 'The lessons are challenging in a good way. I don't find them hard because I have things around the classroom to help me, like the working walls with the new words on'.
To provide support for children's mental health and wellbeing following the school lockdown and	During lockdowns, school kept a log of any vulnerable pupils, this included: PP children, SEND, poor attendance, mental health concerns. This log was used on a daily basis by SLT to ensure rigorous monitoring of these children, including attendance and progress. As a result of this, support was implemented which included home visits from staff, one to one sessions with class teachers and virtual playtimes.

implications of living with Covid.	School also asked parents to complete a short survey regarding lockdown and the needs of their child as they returned to school. The information provided in this survey gave a real insight in to the emotions and needs of both families and children and allowed school to plan accordingly. All of this information was also utilised when planning the return to school. When pupils returned to school, the curriculum was adapted to meet the needs of pupils, with their mental health as a priority. Lack of peer to peer interaction was considered (as suggested by parents in survey) and pupils were offered more opportunities to socialise with peers. The curriculum had a greater focus on PSHE, taking into account the children's emotional needs with lots of opportunities for discussion. Teachers were encouraged to use their own professional judgement of the needs of the pupils in their class, using the curriculum to guide and support pupils through a challenging time. Heartsmart lessons were used frequently and appropriately and the Daily Mail was prioritised to address the possible lack of activity during lockdown. Parents were encouraged to share any concerns they had for their children return with the class teacher or SLT via Seesaw. Through a parent survey (regarding support during lockdown), one parent commented, 'The school couldn't do any more to support my child – they have done amazingly well'. On 8th March (first day returning to school after lockdown), the whole school attendance was 99.88% (one child absent).
To improve the attendance of PP, narrowing the gap between PP and non PP attendance.	During lockdowns, the attendance of PP children was closely monitored, and First day response was introduced for these pupils. If a PP child was absent, a member of SLT was informed and they acted accordingly with a phone call or visit home. If teachers had any concerns regarding attendance, the child was added to the (above mentioned) vulnerable list. SLT checked and responded to any attendance issues on a daily basis, relentlessly checking, phoning home and making home visits. If necessary, home visits were carried out. The attendance of five PP children was a concern at this time, yet the actions of the SLT meant that we were able to encourage all of these children into school to attend key worked provisions, meaning these children were able to access lessons, socialise with peers and have frequent contact with adults around school. Since returning to school after lockdown, whole school attendance is 98.7% and PP attendance is 97.7%.
For all disadvantaged children to demonstrate independent learning behaviours and show greater independence and resilience in lessons.	LM led a teacher training session on developing independence in a lesson. Teachers found this session useful and shared some of the ideas in their classrooms. The children are now all aware of the 5 B's (brain, board, buddy, book, boss). When asked how they feel about the challenging knowledge curriculum lessons, one PP child said, 'It's okay that it is difficult information sometimes because we know how to help ourselves using the 5Bs...' When discussing the 'Teach' part of some lessons, another child stated, 'The notebooks we now use really help us to work on our own and the teacher explains thing really clearly'. In maths and English lessons, children are encouraged to access resources to help them. This expectation for teachers and pupils across the school has resulted in children independently accessing these resources and using them effectively to scaffold learning without the support of a teacher or teaching assistant.