Pupil premium strategy statement
2022-25

This statement details our school's use of pupil premium (and recovery premium) funding for the 2023-2024 academic year 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	201
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3
Date this statement was published	Dec 2022
Date on which it was reviewed	October 2023
Statement authorised by	LGB
Pupil premium lead	Donna Pierpoint
Governor / Trustee lead	David Shemilt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,155
Recovery premium funding allocation this academic year	£0

Pupil premium (and recovery 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*	£52,155

Part A: Pupil premium strategy plan

Statement of intent

> *Jesus said 'I have come that they may have life, and have it to the full.'*
>
> John 10:10

At St Thomas' C of E Primary Academy, we aspire for everyone to achieve their God-given academic and personal potential, so that they can make a positive impact in the world. Learning for life with Jesus is at the centre of what we do, underpinned by our distinctively Christian values, ensuring we are wholly inclusive to all.

We set high expectations and strive to ensure all pupils receive a high-quality learning experience where they are able to overcome any barriers, enabling them to succeed. We are thankful for, and celebrate difference across our academy and encourage each individual to flourish so they can reach their true potential. Our culture of trust builds confidence and we encourage our pupils to develop independent skills that will support them as they progress through school and beyond. Everyone in school plays a vital role in supporting all our pupils to reach their academic and personal potential and we work closely with our community and outside agencies to ensure support is available for those who need it.

<u>Aims:</u>

We have high aspirations for all our pupils and believe that everyone can achieve regardless of individual starting points or barriers they may encounter in life. We aim to close the gaps between advantaged and disadvantaged pupils academically, spiritually and personally. We ensure success by:

- Ensuring pupils access the full curriculum for their year group;
- Providing scaffolding and support within the classroom to support learning needs;
- Providing support outside the classroom where needed;
- Using well-planned interventions to accelerate progress and support pupils to close the gap;
- Identifying individual barriers and providing support to overcome these;
- Working closely with parents/carers to provide advice and support
- Working closely with the community and outside agencies to provide timely support when needs are identified;
- Promoting bodies and healthy minds and supporting well-being.
- Providing cultural capital opportunities for all;
- Knowing each child personally and academically so they can be supported in the most effective way to support their needs;
- Ensuring subject leaders understand the needs of individual pupils and the most effective ways to support them;
- Model career choices to enable pupils to aspire to achieve;
- Use positive role models to raise aspirations;
- Ensure a high level of attendance;

	Ensuring excellent behaviour throughout the school.

Challenges

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

Challenge number	Detail of challenge
1	Achievement of disadvantaged pupils in writing is lower than maths and reading.
2	37% of disadvantaged pupils in KS2 are also SEND pupils.
3	Demand for SEMH support for pupils in disadvantaged pupils is increasing.
4	Disadvantaged pupils who were working above age-related expectations in KS1 are often working at age-related expectations at KS2.
5	42% of disadvantage pupils in KS1 and KS2 are working below age-expected levels in reading.
6	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children have, meaning that knowledge of the world and vocabulary acquisition is limited.

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
Increase attainment in writing for disadvantaged pupils so it matches their attainment in reading and writing. To ensure the gap closes between the attainment of disadvanted and non-disadvantaged in writing.	Attainment for disadvantaged pupils in writing will match reading and maths. More disadvantaged pupils will be writing at age-related expectations.
SEND pupils who are disadvantaged are able to make progress steps in line with their individual targets. *SEND pupils receive scaffolding and support to enable them to access the full curriculum* *Staff are confident support SEND pupils and record their progress on edukey.*	SEND /disadvantaged pupils make progress and achieve the targets on their IEPs. Lesson drop-ins demonstrate a consistent approach to supporting SEND pupils within the classroom and the wider school. CPD support has ensure staff are confident to support SEND and record progress on edukey demonstrated

	through staff voice.
Ensure staff are equipped with identifying SEMH needs and know how to support them within class for the best outcomes. *The inclusion team provides timely support/referrals for disadvantaged pupils to ensure SEMH needs are supported.*	Pupils with identified SEMH needs are supported or referrals made. This can be tracked on edukey and 'myconcern' There is an improvement in behaviour and the number of incidents reduce as pupils have strategies to manage their emotions. Pupil well-being and attitudes increase (pupil voice)
Additional interventions ensure pupils are able to maintain progress from KS1 SATs results. *Support in place for pupils who may not be demonstrating their academic potential.*	Disadvantaged pupils attainment in line with their attainment in KS2 SATs. Case studies demonstrating support from outside agencies in place if children have reasons for a drop in attainment.
Catch-up phonics interventions from 'Little Wandle' ensure rapid catch-up for R, Y1 and Y2. *Reading interventions enable more DA pupils to be working at age-related expectations.*	All DA pupils pass their phonics check at the end of Year 1. More KS2 pupils reading at expected level. Pupils working below age-related expectations improve their standardised score for reading.
A wide range of cultural capital opportunities will be planned for all year groups across the year. *Pupil premium pupils will have access and support and many will be funding to ensure they do not miss out.*	DA children will have the same opportunities as non-DA children to extra-curricular and real-life experiences cost will be met by the school. · Raising aspiration opportunities will be actively sought and given to PP children. Individual PP plans will highlight opportunities for curriculum enrichment for children. Staff to keep extra-curricular club registers to monitor uptake. DA children and parents to be individually invited to clubs.
All children can access different subjects in the curriculum and staff know how DA pupils are achieving in them.	Subject leaders know how DA pupils are achieving within a subject and the areas of strength and the next steps for development. Pupil voice demonstrates an increase in enjoyment in different curriculum areas.

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: £ *[10,000]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to develop middle leaders across the school and ensure teaching staff are up to date with the latest pedagogical research.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms. Mechanisms are the core building blocks of professional development. They are observable, can be replicated, and could not be removed without making PD less effective. Crucially, they are supported by evidence from research on human behaviour—they have been found, in contexts beyond teaching, to change practice. Examples of mechanisms include revisiting prior learning, goal setting, providing feedback, and action planning. Those who select PD should look for mechanisms in prospective programmes; those who design PD should include mechanisms in their design. Careful consideration is also required to ensure that PD is evidence-based, and that content is drawn from trusted sources. Effective Professional Development | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5, 6
Implementation of new behaviour recording system to enable incidents to be monitored and early support to be put in place for SEMH needs.	Know and understand your pupils and their influences Pupil behaviour has multiple influences, some of which teachers can manage directly. Understanding a pupil's context will inform effective responses to misbehaviour. Every pupil should have a supportive relationship with a member of school staff. Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk) This book outlines how each school can build	3, 6

	authentic practice on a stable platform, resulting in shifts in daily rules and routines, in how we deal with the angriest learners, in restorative practice and in how we appreciate positive behaviour. **When the Adults Change, Everything Changes: Seismic shifts in school behaviour-Paul Dix (Jun 2017)**	
Deliver high quality CPD for support staff and teachers to ensure consistent high quality first teaching. The focus will be on: • *Progression of knowledge* • *Sequencing* • *Vocabulary* • *Questioning*	Pupil Book Study gives headteachers, senior and middle leaders a systematic toolkit to evaluate the impact of the curriculum through studying teaching and learning. Infused with cognitive science research and evidence-informed practice, it offers schools the architecture for excellence; helping remove the risk of making assumptions. **Pupil Book Study: An evidence-informed guide to help quality assure the curriculum – Alex Bedford (Mar 2021)**	1, 2, 3, 4, 5, 6
Provide cultural capital opportunities across the wider curriculum to enable DA pupils to broaden their wider experiences.	In her speech in 2019, Chief Inspector Amanda Spielman explained what the term means in practice: By [cultural capital], we simply mean the essential knowledge, those standard reference points, that we want all children to have. ... So for example, it's about being able to learn about and name things that are, for many, outside their daily experience. 'Cultural capital': what Ofsted is looking for | The Key Leaders (thekeysupport.com)	6
CPD delivery of reading through the:Little Wandle phonics scheme and reading strategy once phonics are secured.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics | EEF (educationendowmentfoundation.org.uk)	2, 4, 5
CPD linked to the development of explicit vocabulary teaching across the curriculum.	Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading. Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness,	1, 2, 3, 4, 5, 6

	relationship skills and problem solving are developed, as well as knowledge. Improving Literacy in Key Stage 1	EEF (educationendowmentfoundation.org.uk) Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language. Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words. 1 Improving Literacy in Key Stage 2	EEF (educationendowmentfoundation.org.uk)	
The SENDCo and inclusion team will work together to identify any support staff who would benefit from further CPD.	Staff who feel skilled and confident leading an intervention will see better progress from the children. We hope to see LSAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured. Complement high quality teaching with carefully selected small-group and one to one interventions. EEF Special educational needs in mainstream schools Small group tuition +4 months Special Educational Needs in Mainstream Schools	EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5, 6, 6

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

Budgeted cost: £ *[30,000]*

Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
1:1 or small group tutoring using the National Tutoring Intervention	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. One to one tuition	EEF (educationendowmentfoundation.org.uk) The National Tutoring Programme (NTP) provides primary and secondary schools with	1, 2, 3, 4, 5, 6

	funding to spend on targeted academic support, delivered by trained and experienced tutors and mentors. National Tutoring Programme: guidance for schools, 2022 to 2023 - GOV.UK (www.gov.uk)	
Group interventions	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. Oral language interventions | EEF (educationendowmentfoundation.org.uk) A new guidance report published today by the Education Endowment Foundation (EEF) – Improving Behaviour in Schools – finds good evidence that personalised approaches, like daily report cards, can improve disruptive pupils' behaviour. The report, which reviews the best available evidence to offer schools six recommendations for improving behaviour, suggests that universal systems are unlikely to work for all students and for those pupils who need more intensive support with their behaviour, a personalised approach is likely to be better. Improving behaviour in schools: 6 recommendations in new EEF… | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5, 6
Additional break and lunchtime cover	A new guidance report published today by the Education Endowment Foundation (EEF) – Improving Behaviour in Schools – finds good evidence that personalised approaches, like daily report cards, can improve disruptive pupils' behaviour. The report, which reviews the best available evidence to offer schools six recommendations for improving behaviour, suggests that universal systems are unlikely to work for all students and for those pupils who need more intensive support with their behaviour, a personalised approach is likely to be better. Improving behaviour in schools: 6 recommendations in new EEF… | EEF (educationendowmentfoundation.org.uk)	3, 6
Employ outside agencies to support with diagnosing strategies to support SEND pupils.	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school	2, 6

meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.

This is why we've developed this guidance report. It offers five evidence-based recommendations to support pupils with SEND, providing a starting point for schools to review their current approach and practical ideas they can implement.

Five-a-day-poster_1.1.pdf (d2tic4wvo1iusb.cloudfront.net)

Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk)

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

Budgeted cost: £ *[5,000]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality pastoral care including mentoring and support of vulnerable students via the inclusion team.	Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, or at weekends. In some approaches mentors may meet with their mentees in small groups. Mentoring	EEF (educationendowmentfoundation.org.uk) The ELSA (Emotional Literacy Support Assistant) intervention was originally developed within Southampton, then Hampshire, by Sheila Burton, Educational Psychologist. It was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. This is achieved by training teaching assistants to develop and deliver individualised support programmes to meet the emotional needs of children and teenagers in their care. It recognises that	3, 6

	children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain. About ELSA – ELSA Network	
Expand DA pupils' cultural capital opportunities through wider curriculum and extra-curricular engagement.	By [cultural capital], we simply mean the essential knowledge, those standard reference points, that we want all children to have. ... So for example, it's about being able to learn about and name things that are, for many, outside their daily experience. 'Cultural capital': what Ofsted is looking for | The Key Leaders (thekeysupport.com)	3, 6

Total budgeted cost: £ *50,000*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Priority 1	To ensure high quality, inclusive teaching remains the core business of the school via implementation of the professional growth model (inc. CPD Mondays)	• CPD has developed teachers to understand cognitive overload and how connections are made over time. • Half termly focus on core areas to ensure consistency. • The importance of questioning modelled as part of CPD and choosing to use more open-ended questioning to extend learning. • Clear lesson structures followed to ensure consistency across the school. • All teacher achieved their targets on their professional growth.
Priority 2	To develop and enhance opportunities for pupils to read widely across the curriculum	• EYFS and KS1 have a weekly library visit to develop the love of reading and books. • EYFS curriculum build around stories and texts which form the basis of the continuous provision • Daily story takes place in all classes. • Curriculum subjects provide opportunities for pupils to read thinking carefully about why the reading takes place. • TAP is embedded to assist pupils to consider what the text is, who the audience is and what the purpose of the reading is. • English taught around genres that have progressive 'big questions' which develop year on year. • Introduction of Supersonic Phonics Friends to ensure fidelity within the reading scheme. • Pupils read books linked to their current phonic level or reading ability.
Priority 3	To ensure that all approaches identified in the 'St Thomas' mastery' handbook, are executed to an outstanding quality	• Staff following the CPA process to secure mastery in maths across the school. • Pupils given the opportunity to master knowledge in subjects by acquiring knowledge then applying this to other subjects.
Priority 4	To embed a genre-based block/ assessment approach to English, with a focus this year on developing pupil's fluency when writing for a purpose (see English action plan)	• Genre-based planned and subject pathway is embedded and shared on the school website. • The genre planning is progressive through' big questions' to build on knowledge that has been acquired during earlier learning in previous year groups. • Pupils using TAP to support writing.
Priority 5	To ensure the delivery of phonics across Foundation Stage and KS1 is	• Supersonic Phonic Friends introduced for phonics scheme September 2023 • All staff received CPD training to enable it to be

	consistent so all pupils achieve national average in PSC	delivered consistently. • 50% of DA passed their phonic check. 82% of the class in total passed. • 73% of pupils secured reading in the EYFS. 100% DA pupils achieved this.
Barriers	· Lack of parental engagement · Pupils weak literacy and numeracy skills · Pupils lack of independence and resilience	• A weekly newsletter has been introduced to support information sharing. • Further extra-curricular events have taken place to enable more families to engage after the school had been closed so long since covid. • Interventions and 'catch-up programmes have been implemented to enable pupils to 'close the gap' and address any misconceptions that arise in their learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Phonics programme	Supersonic Phonics friends
Provision Mapping	Edfukey

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
• Interventions used to support Year 6 as they prepared for their SATs. This including small group work for SPAG, maths and writing and 1:1 reading support.   • Pupils were able to access the residential at a reduced rate   • Pupils were able to attend sports clubs and sports events.
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.