

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 Primary Academy
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	18.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-August 2024
Date this statement was published	Oct 21
Date on which it will be reviewed	March 21
Statement authorised by	Joanne Sharples Head Teacher
Pupil premium lead	Charlotte Morris Assistant Head Teacher
Governor / Trustee lead	Sue Brackenbury Lead of disadvantaged children

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 85,045
Recovery premium funding allocation this academic year	£8,990
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	£91,035

Part A: Pupil premium strategy plan

Statement of intent

Our school vision is at the heart beat of our school, “encouraging each other, overflowing with hope,” allows children to flourish and ensures our commitment to the raising of standards for every child. This funding helps provide the support, resources and challenge that children will require in order to make and support progress.

It is important to recognise that all children and situations are unique and require various approaches. Through quality first teaching, the team at St. Thomas’ are aware of the strengths and areas of improvement needed. We seek to provide the appropriate provision that addresses all vulnerable groups’ needs and ensures they are supported appropriately. Through analysis of needs, the team will identify the priority groups and individuals to provide intervention. Not all children will receive this at one time.

Alongside research with the EEF, the context and challenges have been taken into consideration for the disadvantaged. Some of these include; less support at home, complex family situations as well as some behavioural and medical needs.

Demography and Context

St. Thomas’ CE Primary Academy is part of a Trust with seven schools located, which is in Boston a market town within Lincolnshire. We are a two-form entry school with a high demand for places.

Ultimate aims

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and as result achieve qualifications later on in life.

Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication skills
2	Low attainment on entry to EYFS
3	Low self-esteem and poor emotional well-being
4	Attendance and punctuality
5	Lack of opportunities and experiences

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
Pupils can engage in conversation in and out of the learning environment with improved speaking and listening skills	Pupils ask and respond to questions to peers and adults in and out of the classroom. Pupils are able to communicate their needs and feelings orally.
Pupils will have access to a broad and balanced curriculum	Academic, social and emotional barriers are removed through a variety of carefully planned tasks and/or interventions. The curriculum is inclusive
Pupils achieve their potential PP children will make at least expected progress and will achieve the expected attainment levels at different milestones: <ul style="list-style-type: none"> • GLD in EYFS • Y1 phonics screening • KS1 R, W, M, GPS • Y3,4,5 (standardised score >94) • KS2 R, W, M, GPS 	Through pre-teach strategies, interventions such as Mobilise and Quality First Teaching at all times, PP children make at least expected progress at all the key primary school milestones.
Pupils and families will be supported emotionally and socially	In class and with the guidance of the SENDCo, Learning Mentor and outside agencies, support and guidance will be recommended, accessed and provided. There is parental engagement to support pupils' needs
Ensure a wide range of activities and experiences are promoted and weaved into the curriculum	Access to high quality cultural capital opportunities for all PP children to ensure a broad and balanced curriculum, and a wide variety of experiences.

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: £29,535

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of additional class teacher Y4, Y5 and Y6 interventions in Reading and Maths	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups.</p> <p>Small group tuition = toolkit stand - EEF</p>	2,3,4,5
Additional Learning Mentor to deliver social and emotional interventions	<p>NFER research 2015 has identified that addressing attendance and behaviour is a key building block in raising disadvantaged pupils' attainment.</p> <p>EEF Toolkit highlights the use of social and emotional learning can boost progress by an additional +4 months and behaviour interventions and parental involvement can add up to +3 months.</p> <p>With the additional need for Early Health Assessments and Children's Services involvement to be contacted or written, support is required.</p>	1,3,4,5
CPD internally and externally to evaluate and develop the curriculum to ensure meets the needs of all learners	<p>https://culturallearningalliance.org.uk/what-is-cultural-capital/</p> <p>'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'</p> <p>Ofsted School Inspection Handbook 2019</p>	1,2,4,5
Continuation of embedding the use of VIPERS Purchasing additional RWI books for EYFS and KS1	<p>According to the EEF toolkit, by embedding reading comprehension strategies it can increase progress by +6 months.</p> <p>It is recognised that fidelity to a scheme on https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-</p>	1,2,3

	programmes-supporting-documentation and access to decodable books should secure the children's knowledge and understanding.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £47,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of an additional teacher Y1,2,3 for 1:1 RWI phonics	The 'headline' attainment measure at Y1 for Phonics was 70% for the cohort and 63% for PP children (although a small group). In Reading at the end of KS1, the cohort 65% met ARE expectations and although 40% achieved ARE. The EEF research has shown that 1:1 has a slighter higher rate of progress of +5 months.	1,2,3
Neli programme for Speech and Language	On entry to Reception 50% entered at age related expectations (CL and PSD) and they leave at least inline with the national average. The EEF toolkit identifies that oral language interventions can boost progress by +6 months. The Nuffield Early Language Programme evaluations found children made on average 3 months of additional progress in language.	1,2,3,5
Use of additional teaching assistant in EYFS focusing on language		1,2,3, 5
Additional interventions delivered by teachers and teacher assistants Additional teaching assistant specialised in behaviour in Y3	To help remove barriers to learning and provide the supportive approach to the day, the EEF tool kit has shown that it can increase progress by + 4 months as well an interventions with teaching assistants.	1,3,4

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

Budgeted cost: £14,828

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club Adult support to lead targeted 1:1 academic and social and emotional interventions Food provision Resources including Mindfulness for academic and social and emotional targeted activities	Although the EEF has revised its findings about the impact of Breakfast Clubs, it still recognises that for KS1 it has a positive effect on behaviour and progress of +2 months and still reduces the number of children being hungry. Interventions removing a barrier so early in the day and daily reading or phonics support can be seen through research in the previous evidence. Breakfast Clubs Education Endowment Foundation EEF Use of the sensory bus Lunch time equipment and games	1,3,4, 5

Total budgeted cost: £ 91,708

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

As a school we were able to continue our testing to obtain internal data using NFER, SATs papers and the Phonics test as well as using PIVATs to track SEND pupils.

Our internal assessments during 2020-21 showed that the attainment gap for some of our disadvantaged pupils compared to their non-disadvantaged pupils was, in some instances, greater than previous years.

Pupil Premium children were largely impacted more significantly by the partial school closures and the disruption to teaching a full curriculum. Our remote learning, regular contact with families (and more so for the vulnerable families) and purchase of CGP books meant that a significant proportion of children were accessing learning. The laptops provided by the DfE were distributed to Pupil Premium families who were in need, which meant that the children were able to access our online videos and interactive sessions. Upon the return to school in March 2021, we prioritised the teaching of fundamental Reading, Writing, Mathematics and Phonics skills as these were lacking.

Children's oracy and speaking & listening skills showed a decline, but this was mitigated through teachers modelling, incorporating subject-specific vocabulary in their teaching and through high expectations of how children should be speaking. The embedding of the Reading sequence and ambitious vocabulary throughout the curriculum will help target and support the oracy of learners.

The social, emotional and mental wellbeing of the children were significantly impacted last year, primarily due to COVID-19-related issues, particularly for our disadvantaged pupils. Our pupil premium funding was used to implement support, strategies and guidance for children and families. Our learning mentor will continue the targeted interventions and support for families, as well as continuing to work with external agencies.

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
Times tables – Ed Shed	Ed Shed

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Learning Mentor support for Service PP children when required, which included meetings with parents.
What was the impact of that spending on service pupil premium eligible pupils?	Ensuring Service PP children are ready emotionally to learn; developing emotional resilience and attendance at Breakfast Club.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include: utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance and aspirations. Activities will focus on building life skills to develop our children into being caring, creative, critical thinkers, collaborators and communicators. Disadvantaged pupils will be encouraged and supported to participate. We will utilise our Leadership roles and opportunities target disadvantaged pupils to help raise their aspirations.

Planning, implementation, and evaluation

In planning our Pupil Premium strategy, we examined the gaps and needs of our children which have arisen as a result of COVID-19 and examined a range of evidence – this included our assessment data from 2020-21, discussions with teachers, observations of children, scrutinies of books and pupil interviews.

In implementing the strategy, we explored a range of EEF guidance and information from the DfE to help us identify the pupils' needs and which activities would have the most impact on our children. We are keen to use a range of evidence to support the approaches which we use in school, which is something the EEF guidance and documents have been useful as a reference point.

We will be evaluating the impact of actions from the strategy at different points – we understand that it is important to do this regularly and make suitable adjustments to the plan to secure better outcomes for pupils.

Year 6 PP Information

	Reading	Maths	Writing
2021	64%	55%	73%
2020	66%	66%	76%
2019 Published	38%	54%	85%