

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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.

Detail	Data
School name	St Thomas' CE Primary School
Number of pupils in school	607
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	12.11.21
Date on which it will be reviewed	1.11.21
Statement authorised by	
Pupil premium lead	Chris Silk
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,045
Recovery premium funding allocation this academic year	£2,067
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1670
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	£90,782

Part A: Pupil premium strategy plan

Statement of intent

At St Thomas' CE Primary School the achievement of children from disadvantaged backgrounds is a priority. We want all of our children and especially those from disadvantaged backgrounds to succeed. At its most basic level, this means that our disadvantaged children make expected progress or better than expected progress and that they meet or exceed age related expectations in terms of attainment.

Our current pupil premium strategy includes feedback, small group tuition, meta-cognition and self-regulation, early years intervention, reading comprehension strategies, behaviour Interventions, social and emotional learning, parental involvement and mastery learning. Our in-school KS2 data shows that the strategies had a very positive impact on our disadvantaged pupils.

	Reading		Writing		Maths	
	Attainment	Progress	Attainment	Progress	Attainment	Progress
	ARE+	Exp+	ARE+	Exp+	ARE+	Exp+
KS2	91% (53/58)	16% (9/58)	88% (51/58)	16% (9/58)	86% (50/58)	26% (15/58)

Moving forward, the key principles of our updated strategy plan are as follows:

-Investment in quality first teaching to raise attainment and boost progress- including increased CPD opportunities, investment in subject leadership, support and feedback.

-Targeted academic support to ensure our disadvantaged children close the gap with our non-disadvantaged children- including continuing with the successful offer of interventions running at St Thomas' and a new reading intervention (Shine) together with an investment in two additional pupil premium TAs for in-class support, one to one and small group tuition.

-Wider strategies to raise the aspirations of our disadvantaged children- the retention of a Senior Learning Mentor to support mental-health, wellbeing and behaviour, the use of Educational Psychologist and Speech and Language Therapists to support development, and investing in wider opportunities like Forest School, music tuition and sporting activities.

Challenges

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

Challenge number	Detail of challenge
1	To raise writing standards amongst our disadvantaged pupils
2	To improve the reading skills of our most disadvantaged children
3	To close the gap in mathematics between our disadvantaged and non-disadvantaged children.
4	To raise the aspirations of children eligible for PP and their families and develop essential life skills and social skills for learning
5	To provide a rich and varied curriculum for all of our children by raising the profile of all subject areas.

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
Raised attainment amongst our disadvantaged children	Children will meet or exceed ARE in reading, writing and maths or make better than expected progress
Raised aspirations amongst our disadvantaged children	<ul style="list-style-type: none"> -Improved attendance -Improved parental engagement -Improved Leuven Scale data -Improved behaviour
A rich and varied curriculum (not just in core subjects)	<ul style="list-style-type: none"> -Profile of all subject areas raised in school -Children develop a wide range of skills in all subject 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: £ 45,391

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting teachers (providing time and funding) to engage with quality CPD to support their classroom teaching	EEF report 'Closing the Attainment Gap'- <i>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited.</i>	1,2,3
Subject leads raising the profile of their subject and supporting teachers to provide a high-quality rich and varied curriculum. 1.5 days of designated subject lead time + time out for relevant CPD.	EEF report 'Closing the Attainment Gap'- <i>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited.</i>	5
Training and retention of quality TAs- TA in class at least 1x English and Maths session per week allowing teacher to focus developing children's self-regulation (e.g. Chilli challenges), small group tuition and providing individual high quality feedback. Peer marking/tutoring in reading, maths and writing. United Improvements in writing in line with Growth Mindset.	EEF Toolkit strands: 'Feedback' (+8 months impact), 'Small group tuition' (+4 months impact) 'Meta-cognition and self-regulation(+8 months impact) 'Mastery learning' (+5 months impact)	1,2,3,4,5

Recruitment of 2 additional TAs to support disadvantaged children in class. Each TA will be employed for 4 hours per day	EEF blog 'The Impact of Teaching Assistants- A Holistic Picture'- <i>'targeted deployment, using well-evidenced interventions, can have a significant positive impact on attainment outcomes when implemented effectively. The EEF's newly updated Teaching and Learning Toolkit indicates an average additional months' progress is 5 months'</i>	1,2,3,4
Maintain and support ongoing successful strategies: -Feedback -Meta-cognition and self-regulation (2x staff CPD sessions) -Mastery learning (2 x Assistant Headteachers participating in Mastery Maths course and responsible for training the staff in school)	EEF Toolkit Teaching and Learning Toolkit strand: 'Feedback' (+8 months additional progress) 'Meta-cognition and self-regulation(+8 months additional progress) 'Mastery learning' (+5 months additional progress)	1,2,3,4,5

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

Budgeted cost: £22,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA-led Small group tuition	EEF Toolkit strand- 'Small Group Tuition' (+4 months additional progress)	1,2,3
TA-led targeted interventions in reading, maths, emotional literacy, fine-motor skills, handwriting, spellings	EEF Toolkit strand- 'Teaching Assistant Interventions' (+4 months additional progress)	1,2,3
Teacher-led targeted interventions	EEF Toolkit strand- 'Small Group Tuition' (+4 months additional progress)	1,2,3
Employment of two pupil premium TAs to support PP children in class and to lead	EEF Toolkit strand- 'Teaching Assistant Interventions' (+4 months additional progress) 'Small Group Tuition' (+4 months additional progress)	1,2,3,4

targeted interventions at lunch		
1:1 or 1:2 tuition (15 hours) for pupil premium children	EEF Toolkit strand- 'One to one tuition' (+7 months additional progress)	1,2,3,4

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

Budgeted cost: £ 22,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor to deliver support for our children eligible for PP.	EEF Toolkit strands- 'Behaviour Interventions' (+4 months additional progress) 'Social and Emotional Learning' (+4 months additional progress) 'Parental Involvement' (+3 months additional progress)	4
Employment of Educational Psychologist to work in school with targeted individuals who have identified barriers to learning.	EEF Toolkit strands- 'Behaviour Interventions' (+4 months additional progress) 'Social and Emotional Learning' (+4 months additional progress)	4
Employment of Speech and Language Therapist to work in school with targeted individuals who have identified barriers to learning. Purchase and use of Language Link Multimedia package for assessment of pupils with difficulty understanding language	EEF Toolkit strand- 'Oral Language Interventions' (+5 months additional progress) Following assessments, a tailored intervention support programme is followed.	4
Curriculum Enrichment activities eg. After school sports clubs, Forest School and educational visits Additional Sports Coaches to promote healthy lifestyles for all	EEF Toolkit strand- 'Physical Activity' (+1 month additional progress)	4

children and to target PP children.		
Increased participation of PP children in extra-curricular activities eg. Instrumental tuition	EEF Toolkit strand- 'Arts participation' (+2months additional progress)	4
Whole-school training into Metacognition, self-regulation and retrieval practice	EEF Toolkit strand- 'Metacognition and self-regulation' (+7 months additional progress)	1,2,3,4,5

Total budgeted cost: £ 90,782

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.

This year marks the beginning of a new Pupil Premium strategy cycle. Some initiatives will be continued from the previous cycle due to their effectiveness. These are:

- TA support in class
- TA-led interventions
- Feedback
- Mastery learning
- Teacher-led interventions
- Employment of senior learning mentor, EP and SALT
- Curriculum enrichment e.g Forest school, sports coaches etc

These strategies have proved to be successful amongst our disadvantaged pupils and will continue. The impact of these initiatives is discussed below.

Due to Covid-19 school closures, none of the children have completed SATs for their key stage, so teachers have had to use teacher assessments, i.e. their summative assessment of each child's learning, based on the child's progress prior to lockdown and post lockdown to see whether the child was on track to achieve their end of year target.

A summary of teacher assessment data is below:

	Reading		Writing		Maths	
	Attainment ARE+	Progress Exp+	Attainment ARE+	Progress Exp+	Attainment ARE+	Progress Exp+
KS1	87% (75/86)	9% (8/86)	77% (66/86)	7% (6/86)	87% (75/86)	12% (10/86)
KS2	91% (53/58)	16% (9/58)	88% (51/58)	16% (9/58)	86% (50/58)	26% (15/58)

At KS1 these assessments are broadly in line with previous years although writing has dropped slightly.

At KS2 these attainment figures are lower than in previous years.

Analysis of PP data- Autumn 2021 KS1 Report

Comparison between PP pupils against all other pupils.

2021 KS1 TA Results (End of Summer Term)

Subject	% of PP pupils who met or exceeded the expected standard	% of PP pupils who exceeded the expected standard	% of Non-PP pupils who met or exceeded the expected standard	% of Non-PP pupils who exceeded the expected standard
Reading	89% (8/9)	44% (4/9)	87% (67/77)	10% (8/77)
Writing	56% (5/9)	0% (0/9)	88% (68/77)	8% (6/77)
Maths	56% (5/9)	0% (0/9)	87% (67/77)	13% (10/77)

The reading data recorded here is very encouraging for the PP pupils and shows clear success in the PP pupils exceeding the expected standard. The writing and maths data is not as positive and is most likely to be a reflection of the challenges our PP pupils faced with online learning.

Expected+ Progress from EYFS-KS1

	Overall	PP pupils	Non-PP pupils	Gap between PP pupils and non-PP pupils
Reading	87% (75/86)	0% (0/1)	87% 74/85	-87%
Writing	77% (66/86)	0% (0/1)	76% 65/85	-76%
Maths	87% (75/86)	0% (0/1)	87% 74/85	-87%

The EYFS team identified their 1 PP child as having '*narrowly missed achieving the full early learning goals for all these areas. She made good progress since the baseline assessment but had minimal engagement during the home learning period.*'

More than expected Progress from EYFS-KS1

	Overall	PP pupils	Non-PP pupils	Gap between PP pupils and non-PP pupils
Reading	9% (8/86)	0% (0/9)	10% (8/77)	-10%
Writing	7% (6/86)	0% (0/9)	8% (6/77)	-8%
Maths	12% (10/86)	0% (0/9)	13% (10/77)	-13%

Again, the challenges faced during the past year reflect in the progress reports from EYFS to KS1.

2021 KS2 TA results

Subject	% of PP pupils who met or exceeded the expected standard	% of PP pupils who exceeded the expected standard	% of Non-PP pupils who met or exceeded the expected standard	% of Non-PP pupils who exceeded the expected standard
Reading	67% (6/9)	22% (2/9)	89% (44/49)	30% (15/49)
Writing	67% (6/9)	22% (2/9)	77% (38/49)	18% (9/49)
Maths	67% (6/9)	22% (2/9)	89% (44/49)	32% (16/49)

The KS2 data demonstrates that the gap is narrower in KS2 than in KS1 between PP and non-PP pupils. The pupils who exceeded the expected standard are particularly encouraging in writing where they outperformed the rest of the cohort.

Expected+ Progress from KS1- KS2

	Overall	PP pupils	Non-PP pupils	Gap between PP pupils and non-PP pupils
Reading	91% (53/58)	67% (6/9)	96% (47/49)	-29%
Writing	88% (51/58)	78% (7/9)	90% (44/49)	-12%
Maths	86% (50/58)	67% (6/9)	90% (44/49)	-23%

Our aim is to reduce the gap between PP and non-PP pupils and the KS2 team worked tirelessly within the boundaries they were able to work in to achieve that aim. However, the circumstances surrounding Covid including the deployment of support staff, the use of bubbles and the reliance on home learning for a large part of the two years building up to this data have clearly impacted on the PP children.

More than expected progress KS1- KS2

	Overall	PP pupils	Non-PP pupils	Gap between PP pupils and non-PP
Reading	16% (9/58)	11% (1/9)	16% (8/49)	-5%
Writing	16% (9/58)	11% (1/9)	16% (8/49)	-5%
Maths	26% (15/58)	33% (3/9)	24% (12/49)	+9%

Despite the factors I mentioned above, it is encouraging that the gap in maths particularly demonstrates that our PP pupils were actually able to outperform our non-pp pupils.

It is clear that the strategies we have employed have had a good level of success despite Covid. The decision has therefore been made to continue with the list detailed at the start of this section.

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
TT Rockstars	Maths Circle Ltd
Mastering Number KS1 Rekenreks	NCETM
White Rose Premium	White Rose Maths

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?	
What was 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.

As a school, our priorities moving forward are to focus on reading and writing as these have been identified as areas for development and are on our school development plan. Staff CPD sessions on reading and spellings and a reading learning walk have already taken place. We have invested in the PIRA assessment system to assess reading and provide standardised data for reading. Further CPD sessions are planned and further staff development will take place throughout the year. Although these are not explicitly linked to the pupil premium funding, they will be run alongside it and will have a positive impact on our disadvantaged pupils.

We have detailed the use of pupil premium funding to support teachers in their own continuing professional development as well as their subject leadership. As a school, we know that the cost of this will exceed the pupil premium funding we have allocated to this area. However, we are still committed to the relevant spending to ensure that teaching standards and the curriculum offer continue to improve.