# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*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 2022 to 2023 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.

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| --- | --- |
| Detail | Data |
| School name | St Thomas’ CE Primary School |
| Number of pupils in school  | 626 |
| Proportion (%) of pupil premium eligible pupils | 8% |
| 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 | 30.9.22  |
| Statement authorised by | Louise Loynes |
| Pupil premium lead | Chris Silk |
| Governor / Trustee lead | Laura Jole |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £78,945 |
| Recovery premium funding allocation this academic year | £4,350 |
| 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 | £83,295 |

# 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** |
| AttainmentARE+ | ProgressExp+ | AttainmentARE+ | ProgressExp+ | AttainmentARE+ | ProgressExp+ |
| **KS1** | **61%**(52/85) | **82%**(70/85) | **54%**(46/85) | **75%**64/85 | **66%**(56/85) | **85%**(72/85) |
| **KS2** | **86.1%** (62/72) | **92%** (66/72) | **80.5%** (58/72) | **89%** (64/72) | **80.6%** (58/72) | **92%** (66/72) |

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’ such as Shine Reading and Shine Maths, 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 our Inclusion Team including an 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 | -Improved attendance-Improved parental engagement-Improved Leuven Scale data-Improved behaviour |
| A rich and varied curriculum (not just in core subjects) | -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: *£ 41,648*

|  |  |  |
| --- | --- | --- |
| 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’- *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.* | 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’- *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.* | 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’- ‘*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’* | 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: £*20,823*

|  |  |  |
| --- | --- | --- |
| 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 targeted interventions at lunch | EEF Toolkit strand- ‘Teaching Assistant Interventions’ (+4 months additional progress)‘Small Group Tuition’ (+4 months additional progress) | 1,2,3,4 |
| 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: £ *20,823*

|  |  |  |
| --- | --- | --- |
| 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 LinkMultimedia 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 visitsAdditional Sports Coaches to promote healthy lifestyles for all children and to target PP children. | EEF Toolkit strand- ‘Physical Activity (+1 month additional progress) | 4 |
| 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: £** *83,295*

# 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 2021 to 2022 academic year.

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| This is 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 etcBelow is the end of year attainment and progress data for the academic year 2021-2022

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Reading** | **Writing** | **Maths** |
| AttainmentARE+ | ProgressExp+ | AttainmentARE+ | ProgressExp+ | AttainmentARE+ | ProgressExp+ |
| **KS1** | **61%**(52/85) | **82%**(70/85) | **54%**(46/85) | **75%**64/85 | **66%**(56/85) | **85%**(72/85) |
| **KS2** | **86.1%** (62/72) | **92%** (66/72) | **80.5%** (58/72) | **89%** (64/72) | **80.6%** (58/72) | **92%** (66/72) |

* Some areas of concern particularly in KS1. Although progress was good, the attainment data is low.
* Reading remains a school-wide priority and writing will now join it on the new school development plan.
* KS2 data was extremely positive with reading 12% above national average, writing 11% above and maths 9% above. This is a real success story considering the impact of the pandemic combined with the complex needs of the cohort of children who were in year 6 last year.

Below is a more detailed analysis of how our disadvantaged children performed. **Analysis of PP data****2022 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 | **0%** (0/7) | **0%** (0/7) | **61%** (52/85) | **22%** (52/85) |
| Writing | **14%** (1/7) | **0%** (0/7) | **54%** (46/85) | **0%** (0/85) |
| Maths | **14%** (1/7) | **0%** (0/7) | **66%** (56/85) | **14%** (12/85) |

On face value, this is a worrying set of data. The disparity between our disadvantaged and non-disadvantaged pupils is too great. Contextual information such as:-One child has exceptionally poor attendance (80%) despite school’s interventions with parents combined with SEND needs and EAL.-One child is LAC and moved schools last year. School held TAC meetings as well as LAC reviews and PEP meetings for the child, but academically, the child is not at the expected level.-One child has significant ACEs as well as high levels of deprivation.Although this contextual information does shed more light on the outcomes at KS1, it does not explain fully the significant gap between our disadvantaged and non-disadvantaged pupils. Despite our best efforts, the majority of our disadvantaged children in last year’s Year 2 did not meet their age related expectations. As the PP lead, I expected the disruption to learning caused by Covid combined with the disadvantaged experienced by these children to have a negative impact on attainment. To mitigate this, two Pupil Premium TAs were employed to support learning and academic progress by supporting PP children in class and leading targeted interventions, PP children were discussed first and in detail at pupil progress meetings, wider opportunities such as music tuition, subsidies for trips, after-school clubs and wrap-around care were prioritised for some our most disadvantaged children and, most importantly, quality first teaching was prioritised throughout the school. If we compare the results from this year to last year, there has been a significant dip in the outcomes for our PP children (see below). **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) |

I appreciate that it is very difficult to accept the change in data from 2021 to 2022. However, the Year 2 team feel that the cohort of disadvantaged children who finished KS1 last year was particularly ‘low’ in terms of academic ability. This group of children is a big focus for us this academic year. Our new Pupil Premium TA (Jenni Eade) is spending an entire half-term working in Year 3 with these children specifically. She will return for another full half-term after Christmas.Progress indicators do not paint much of a better picture although it is clear to see that more of our PP children made progress towards their targets than meeting attainment levels.**Expected+ Progress from EYFS-KS1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Overall | PP pupils | Non-PP pupils | Gap between PP pupils and non-PP pupils |
| Reading | **82%** (70/85) | **14%** (1/7) | **88%** 69/78 | **-74%** |
| Writing | **75%** (64/85) | **29%** (2/7) | **79%** 62/78 | **-50%** |
| Maths | **85%** (72/85) | **57%** (4/7) | **87%** 68/78 | **-30%** |

**More than expected Progress from EYFS-KS1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Overall | PP pupils | Non-PP pupils | Gap between PP pupils and non-PP pupils |
| Reading | **38%** (32/85) | **0%** (0/7) | **41%** (32/78) | **-41%** |
| Writing | **16%** (14/85) | **0%** (0/7) | **18%** (14/78) | **-18%** |
| Maths | **47%** (40/85) | **0%** (0/7) | **51%** (40/78) | **-51%** |

Reading and writing targets form the basis of our school development plan for this year. As a school, we will be focusing on the delivery of high quality first teaching in reading and writing. Our PP TAs will work closely (both in class and in small-group interventions) with our PP children to support their progression in reading and writing.Two members of SLT are completing a Metacognition course in conjunction with the EEF this year. The main purpose of this course is to close the gaps between our most disadvantaged pupils by equipping them with the skills to plan, assess and evaluate their learning constantly. The benefit of this ‘inner dialogue’ is that our disadvantaged children will make more connections with prior learning so that they are more able to tackle challenging work. The EEF research shows that Metacognitive strategies can have an average impact of +8 months progress amongst disadvantaged pupils. These strategies will be disseminated by Toni and I throughout the year.Our KS2 results make for much more positive reading. The 2021 results are also included below for a comparison too. There were more than 50% more PP pupils in year 6 last year but the results demonstrate that results were actually better in reading, almost identical in writing and slightly below in maths.These results reflect better the focus we had on reading last year as a school. The pupils who exceeded the expected standard are particularly encouraging in reading where there was just a 5% gap between our PP pupils and non-PP pupils.**2022 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 | **73%** (11/15) | **33%** (5/15) | **86%** (62/72) | **38%** (27/72) |
| Writing | **67%** (10/15) | **20%** (3/15) | **81%** (58/72) | **29%** (21/72) |
| Maths | **60%** (9/15) | **13%** (2/15) | **81%** (58/72) | **32%** (24/72) |

**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. A plausible reason for this outcome is that if our disadvantaged children stay with us for a prolonged period, the quality of teaching and learning, combined with targeted academic support and the wider opportunities we offer at St Thomas’ do make a significant impact.**Expected+ Progress from KS1- KS2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Overall | PP pupils | Non-PP pupils | Gap between PP pupils and non-PP pupils |
| Reading | **92%** (66/72) | **80%** (12/15) | **95%** (54/57) | **-15%** |
| Writing | **89%** (64/72) | **73%** (11/15) | **93%** (53/57) | **-20%** |
| Maths | **92%** (66/72) | **80%** (12/15) | **95%** (54/57) | **-15%** |

**More than expected progress KS1- KS2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Overall | PP pupils | Non-PP pupils | Gap between PP pupils and non-PP |
| Reading | **36%** (26/72) | **13%** (2/15) | **42%** (24/57) | **-29%** |
| Writing | **21%** (15/72) | **20%** (3/15) | **21%** (12/57) | **-1%** |
| Maths | **28%** (20/72) | **20%** (3/15) | **30%** (17/57) | **-10%** |

**Impact of spending**As a school, we invested in the quality of teaching heavily last year. Approximately 50% of our pupil premium funding was spent on:-CPD for staff -Time for teachers to lead and monitor subjects-Training and retention of TAs-Creation of 2 designated pupil premium TA roles The remaining funds were divided between wider opportunities and targeted academic support. Below is a comparison of cohorts over a two year period. The red box shows the cohort in the year prior to the last academic year. On the whole, the data shows that the spending on strategies employed by school to target our disadvantaged children had a positive impact on their progress.

|  |  |  |  |
| --- | --- | --- | --- |
| **2020-21 Y5**  | **Reading** | **Writing** | **Maths** |
|   | Expected+ | Greater | Expected+ | Greater | Expected+ | Greater |
| All | **80% (59/74)** | **11%****(8/74)** | **77% (57/74)** | **11%****(8/74)** | **78%****(58/74)** | **14%****(10/74)** |
| PP | 50%(7/14) | 0%(0/14) | 57%(8/14) | 0%(0/14) | 71%(10/14) | 0%(0/14) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 6** | **Reading** | **Writing** | **Maths** |
|   | Expected+ | Greater | Expected+ | Greater | Expected+ | Greater |
| All | **90% (66/73)** | **26%****(19/73)** | **88% (64/73)** | **21% (15/73)** | **86% (63/73)** | **27%****(20/73)** |
| PP | 80%(12/15) | 13%(2/15) | 73%(11/15) | 20%(3/15) | 80%(12/15) | 20%(3/15) |

|  |  |  |  |
| --- | --- | --- | --- |
| **2020-21 Y4**  | **Reading** | **Writing** | **Maths** |
|   | Expected+ | Greater | Expected+ | Greater | Expected+ | Greater |
| All | 88%75/85 | 16%(14/85) | 81%(69/85) | 6%5/85 | 87%(74/85) | 4%(3/85) |
| PP | 9/1170% | 1/119% | 9/1182% | 0/110% | 9/1182% | 1/119% |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 5** | **Reading** | **Writing** | **Maths** |
|   | Expected+ | Greater | Expected+ | Greater | Expected+ | Greater |
| All | **85% (75/88)** | **16%****(14/88)** | **88% (77/88)** | **8%****(7/88)** | **89% (78/88)** | **16% (14/88)** |
| PP | 64%(9/14) | 14%(2/14) | 79%(11/14) | 0%(0/14) | 86%(12/14) | 7%(1/14) |

|  |  |  |  |
| --- | --- | --- | --- |
| **2020-21 Y3** | **Reading** | **Writing** | **Maths** |
|   | Expected+ | Greater | Expected+ | Greater | Expected+ | Greater |
| All | 85%(71/84) | 1%(1/84) | 88%(74/84) | 2%(2/84) | 86%(72/84) | 2%(2/84) |
| PP | 7/978% | 0/90% | 7/978% | 0/90% | 6/967% | 0/90% |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 4** | **Reading** | **Writing** | **Maths** |
|   | Expected+ | Greater | Expected+ | Greater | Expected+ | Greater |
| All | **98%****(82/84)** | **15%****(13/84)** | **86%****(72/84)** | **6%****(5/84)** | **81%****(68/84)** | **14%****(12/84)** |
| PP | 100%(15/15) | 7%(1/15) | 87%(13/15) | 13%(2/15) | 87%(13/15) | 13%(2/15) |

|  |  |  |  |
| --- | --- | --- | --- |
| **2020-21 Y2** | **Reading** | **Writing** | **Maths** |
|  | Expected+ | Greater | Expected+ | Greater | Expected+ | Greater |
| **All** | 73/85 | 8/85 | 64/85 | 6/85 | 76/85 | 10/85 |
| **86%** | **9%** | **75%** | **7%** | **89%** | **12%** |
| **PP** | 6/6 | 4/6 | 3/6 | 0/6 | 3/6 | 0/6 |
| **100%** | **67%** | **50%** | **0** | **50%** | **0** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 3** | **Reading** | **Writing** | **Maths** |
|   | Expected+ | Greater | Expected+ | Greater | Expected+ | Greater |
| All | **87%****(76/87)** | **6%****(5/87)** | **86%****(75/87)** | **3%****(3/87)** | **86%****(75/87)** | **6%****(5/87)** |
| PP | **75%**(6/8) | **0%**(0/8) | **88%**(7/8) | **13%**(1/8) | **88%**(7/8) | **25%**(2/8) |

|  |  |  |  |
| --- | --- | --- | --- |
| **2020-21 Y1** | **Reading** | **Writing** | **Maths** |
|  | Expected+ | Greater | Expected+ | Greater | Expected+ | Greater |
| **All** | 72/87 | 28/87 | 62/87 | 21/87 | 79/87 | 33/87 |
| **83%** | **32%** | **71%** | **24%** | **91%** | **38%** |
| **PP** | 2/3 | 0/3 | 2/3 | 0/3 | 2/3 | 0/3 |
| **67%** | **0%** | **67%** | **0%** | **67%** | **0%** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 2** | **Reading** | **Writing** | **Maths** |
|  | Expected+ | Greater | Expected+ | Greater | Expected+ | Greater |
| **All** | 70/85 | 32/85 | 64/85 | 14/85 | 72/85 | 40/85 |
| **82%** | **38%** | **75%** | **16%** | **85%** | **47%** |
| **PP** | 1/7 | 0/7 | 2/7 | 0/7 | 4/7 | 0/7 |
| **14%** | **0%** | **29%** | **0%** | **57%** | **0%** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 1** | **Reading** | **Writing** | **Maths** |
|  | Expected+ | Greater | Expected+ | Greater | Expected+ | Greater |
| **All** | 66/85 | 14/85 | 61/85 | 13/85 | 76/85 | 10/85 |
| **78%** | **16%** | **72%** | **15%** | **89%** | **12%** |
| **PP** | 4/4 | 1/4 | 3/4 | 2/4 | 2/4 | 1/4 |
| **100%** | **25%** | **75%** | **50%** | **50%** | **25%** |

Leuven Scale data collected by all class teachers showed that just under 10% of our Pupil Premium children’s wellbeing or involvement scores improved throughout the course of the year. I am hopeful that this figure will continue to rise as our Pupil Premium strategy becomes more firmly embedded in its second year. |

## 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. |