St. Thomas's
CE Primary School

Pupil Premium Statement

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's C E Primary School**
Number of pupils in school	213 plus 30 Nursery
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Maggie Cole,
Pupil premium lead	Claire Taylor
Governor / Trustee lead	Anne Hoe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,360
Recovery premium funding allocation this academic year	£2,555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£53,915

Part A: Pupil premium strategy plan

Statement of intent

At St Thomas's C E Primary School, it is our intention to ensure that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points. We endeavour to understand every child's strengths and needs, making the best use of time and resources to move learning in all areas forwards.

It is vital to consider the context of our school and the challenges faced in our community. We are committed to being an evidence informed school. This means that we use research from a variety of sources and metacognition analysis to make decisions about what and how we develop teaching and learning in our school.

Our Promises Curriculum ensures that we take account of the whole child and aim to prepare and equip our pupils to make a valid contribution to society and experience life in all its fullness (John 10). To enable them to **Believe** in themselves to **Achieve** well in school and **Succeed** in life.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
Our principles and approach will be as follows:
• High quality teaching will be our priority
• We ensure that teaching and learning opportunities meet the needs of all the pupils
• Our approach will be responsive to common challenges and individual needs, rooted in responsive robust diagnostic assessment
• We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Challenges

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

Challenge number	Detail of challenge
1	**Oral language skills and gaps in vocabulary** Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged and EAL pupils than their peers. This challenge is impacting on the progress of reading comprehension.

2	**Writing** Assessments, observations, discussions with pupils and end of Key Stage assessments indicate disadvantaged pupils generally have greater difficulties with writing than their peers. We know that achievement in early literacy skills is crucial for future success overall.
3	**Maths** Assessments, observations, discussions with pupils and end of Key Stage assessments show disadvantaged pupils generally have greater difficulties with maths (particularly arithmetic) than their peers.
4	**Lack of Resilience** Assessments, observations, and discussions with pupils indicate disadvantaged pupils show a lack of resilience when challenged and in some instances a lack of ambition can affect their perseverance in tasks.
5	**Attendance** Our data over the last 2 years indicates that attendance among disadvantaged pupils has been between generally lower than for non-disadvantaged Pupils. There are 33.33% of disadvantaged children who have persistent absenteeism in comparison to their non-disadvantaged peers who have 13.79%.
6	**SEN, Social & Emotional Needs and Safeguarding** Many of our disadvantaged pupils (35%) have complex SEN issues plus social and emotional needs, including mental health. 14% of our disadvantaged children are on our safeguarding register. These challenges particularly affect our disadvantaged pupils, and can adversely impact on their attainment.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	End of summer 2024 and 2025 data will show that disadvantaged pupils in EYFS and KS1 will have made accelerated progress.
Disadvantaged pupils will make improved progress in writing from their starting point.	80% (KS2) and 80% (KS1) of disadvantaged pupils will achieve the expected standard or above in writing (end of summer 2025)
Disadvantaged pupils will make improved progress in maths from their starting point.	80% (KS2) and 80% (KS1) of disadvantaged pupils will achieve the expected standard or above in writing (end of summer 2025)
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch	End of summer 2025 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.

up' or exceed prior attainment standards. To ensure fallen behind children receive targeted high-quality intervention monitored by class teacher.	End of summer data will also show that more than 10% of disadvantaged children will have made accelerated progress. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing demonstrated by: • data from student voice, student and parent surveys and teacher observations • a sustained participation in enrichment activities, particularly among disadvantaged pupils (eg residentials and trips/visits)
To achieve and sustain improved attendance for all pupils, particularly for disadvantaged pupils.	Sustained high attendance demonstrated by: • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being reduced and the figure among disadvantaged pupils being no more than 25%

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: £18700

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA delivering NELI and Chatty Learning (Talk Boost). (2 hours per week X 38 weeks) Supply teacher employed one day per week to carry out	Early language acquisition is essential to provide the building blocks for academic success. We invest in Talk Boost as a method of promoting early language skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions NELI	1 & 2

interventions in phonics and literacy in KS1	Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. Essential building blocks for reading. EEF Phonics	
Literacy Counts programme to be used across school to enhance writing	High quality first teaching in writing is essential in developing dialogic teaching and building confidence for writing attainment. EEF Literacy	
STA employed for extra hours to enable class teacher to carry out interventions	Interventions in writing to address gaps and issues are essential in building confidence and stamina for writing attainment. EEF Literacy	2
Commando Joe's	Developing a child's growth mindset, resilience and intervening early to prevent disengagement with learning is essential. We use Commando Joe's to enhance our whole school character education. Commando Joe's	
Promises Curriculum including enrichment activities and experiences.	We recognise the need for disadvantaged children in our school to engage with activities and experience which they ordinarily would not necessarily have access to. Our Promises Curriculum sets out a set of 21 'promises' per class. Within these promises there are a number of activities and experiences which are bespoke to each cohort of children and are deemed essential to enrich our children's lives. learning outside the classroom	4,5,6
Kidsafe programme	Child centred, age appropriate education for all ages of children is essential to prevent and address poor mental health issues, particularly obvious through historic and ongoing Covid 19 issues Kidsafe	

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

Budgeted cost: £7200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supply teacher employed for extra hours to carry out maths interventions	Research has shown that consistent use of the CPA (concrete, pictoral, abstract) method is highly effective in developing maths understanding. White Rose maths; EEF maths	3
Implementation of structured intervention programme. Following pupil progress meetings, interventions are implemented.	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. EEF research Teaching Assistants	

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

Budgeted cost: £44151

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support and well-being support team available to meet the needs of pupils and families. Employment of full time Pastoral Support Officer	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year EEF Emotional Learning	4, 5,6
Strategies to promote good attendance implemented. There is a clear monitoring procedure and staff are pro-active in contacting families.	Research shows that there is a direct correlation between attendance and success in schools. Government research	4,5,6
Targeted mental health support. School employs Counsellor 1 day per week	Research shows that Primary school children have long-term mental health benefit from counselling in school. Mental Health research	
High Quality CPD for all staff	EEF research shows that high quality teaching is the most important factor in closing gaps for disadvantaged children.	

	We invest in CPD both in house and using external agencies (National College of Teaching) Effective Professional Development	

Total budgeted cost: £70051

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 2022 to 2023 academic year.

Outcomes for Disadvantaged pupils 2024 at KS2
Reading 86% PP children achieved standard
Writing 29% PP children achieved standard
Maths 43% PP children achieved standard
RWM 29% PP children achieved standard

As part of our continuous monitoring cycle, the progress of our Disadvantaged Children groups is discussed and analysed. Any necessary intervention programmes are implemented in order to support closing any gaps. These strategies are monitored and reviewed regularly. In several of our cohorts, a high percentage of our disadvantaged pupils are also on our SEN register and several have EHC plans. This can mean that sometimes our disadvantaged pupils do not achieve national standards, but all will have made progress.

Our assessments and observations indicate that pupil wellbeing and mental health have been impacted and continue to be impacted since COVID-19-related issues. Additionally, speech and language particularly of disadvantaged pupils is below expectations. The impact has been noticeable for disadvantaged pupils. We use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to develop our wellbeing approach with the activities and resources set out in this plan.

The role of the Pastoral Support Manager has allowed for any concerns or issues with children or families to be addressed quickly. Support for families with attendance issues has also been given; attendance remains at around 95% with persistent absentees being supported to improve their attendance.

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
NELI	Nuffield Foundation
White Rose Maths	White Rose Maths
TT Rock Stars	Maths Circle
Chatty Learning	Chatty Learning

Literacy Counts	
RADY	

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?	