

Pupil Premium Strategy Statement 2023-24



St Thomas Church of England Academy

This statement details our school's use of pupil premium and recovery premium funding for the 2022 to 2023 academic year. This funding is intended 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 Church of England Academy
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	45.9%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Board of Trustees
Pupil premium lead	Charlotte Ward Lewis
Governor / Trustee lead	Jonny Ivey

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,680
Recovery premium funding allocation this academic year	£13,920
Recovery premium funding carry forward from last academic year	£0
School-Led Tutoring Grant	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£153,600

Part A: Pupil Premium Strategy Plan

Statement of intent

At St Thomas Church of England Academy 'the children are at the heart of everything we do', and every member of our community is valued for their uniqueness and diversity and for the important role they play within our school community. Our school is one of the 10% most deprived areas on the index of deprivation.

The gap between disadvantaged and non-disadvantaged has always been evidenced but has widened since the pandemic. It is more important than ever, that our school strategy focuses on support for disadvantaged pupils. As almost half of our children are disadvantaged this pupil premium strategy addresses whole school issues as well as those specific to individual and smaller groups of disadvantaged children. The ultimate objectives from the use of this strategy, is that our disadvantaged children will make as much as and in some cases more progress than the non-disadvantaged. We hope to ensure that our children have the want to be aspirational and achieve well, both academically, socially, emotionally and want to become successful learners and good citizens. We also aspire to involve parents in the education of their children and enable them to support this ultimate objective.

In the past, the Pupil Premium funding has been used to deploy support staff to provide the targeted support and interventions that our children need. However, we recognise that the impact of this in some areas has been limited so therefore we want to ensure that staff use evidence based whole class teaching interventions wherever possible. The EEF Diagnostic Toolkit recommends the use of the funding to improve quality first teaching across the school as well as specific, targeted and measured interventions for certain groups and individuals.

To ensure consistency of teaching and learning across the school, we have introduced instructional coaching and enhanced, focused and individual professional development. We want high expectations for all and ensure all children receive quality first teaching differentiated to individual needs to ensure maximum progress can be made.

As part of our on-going self-evaluation, we will continue to closely monitor all aspects of all our children's progress. Pupil progress will be monitored rigorously to ensure our improved assessment procedures are more robust and that our pupil premium is having an impact on all our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Data shows that the gaps between pupil premium children and others in reading, writing and math's at a higher standard are greater than the gaps at those achieving the expected standard.

2	Although a provision for pupils who require SEND support has greatly improved, these children still make less progress than others, particularly those children who are eligible for pupil premium support and have SEND. Currently, 8% of our children are eligible for pupil premium and have a special educational need.
3	17% of our children are both EAL and eligible for pupil premium. Assessments, observations and discussions show that the gap between these children is greater than other groups, particularly in writing.
4	At the end of EYFS, those children who are eligible for pupil premium do less well than others in all areas of the curriculum. The greatest gaps are in Physical Development, Literacy, Understanding the Work and Expressive Arts and Design.
5	Parental engagement with the school in the support of the most vulnerable learners is not always impacting on the children's social, emotional well-being and learning.
6	Absence rates of our disadvantaged pupils are higher (5.2%) than non-disadvantaged pupils (4.7%). Children are not always punctual in their arrival at school in the morning.
7	Outcomes from interventions have improved where they previously lacked focus, however these focused interventions need embedding.
8	The cost-of-living crisis has a noticeably more significant impact on the disadvantaged pupils with regards to their well-being and mental health.

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
1. Staff understand what constitutes greater depth learning and have strategies to ensure that those children that can achieve the higher standard.	The percentage of children of children achieving a higher standard in reading writing and maths is higher than the percentage in 2022/23. (See detailed data report for specific figures).
2. Children with SEND make good progress from their starting points.	The progress of the SEND children at the end of KS2 is in line or more than SEND children nationally and locally.

3. Children who have English as an additional language make good progress, particularly in writing.	The gap between EAL children and others is reduced. (See detailed data report for specific figures).
4. All children in EYFS make good progress from their starting points.	The gap between those children eligible for pupil premium and others to be less than the 2022/23 gaps in every area. (See detailed data report for specific figures).
5. Parents are better equipped to support their children academically and emotionally.	Parental attendance at workshops/meetings and working with outside agencies etc. shows improvement term on term and impacting positively on children's health and well-being.
6. Improved and more consistent attendance for children eligible for pupil premium.	The attendance of our disadvantaged children is at least in line, if not higher than our non-disadvantaged children and with disadvantaged children nationally.
7. Interventions are highly focused, impactful and research based.	Children make accelerated progress due to a particular intervention.

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: £16,413

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of a specialist part time (18 hours per week) teacher to work alongside and mentor staff around the inclusion of all children in their classrooms.	<p>We work on the principles behind the EEF guidance around the effective principles of professional development. We want our teachers to be supported to build their knowledge, be motivated, develop and practice techniques and then embed the good practice.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217</p> <p>This should also support the recruitment and retention of good teachers.</p>	1, 2, 3, 4 and 7

Continued use of instructional coaching to ensure a consistent approach to teaching and learning.	Tom Sherrington – Walkthru’s <i>Instructional coaching - EEF – Education Week. Teaching WalkThrus: Five-step guides to instructional coaching by Tom Sherrington and Oliver Caviglioli.</i> To ensure consistency in application and delivery of key teaching and learning priorities and therefore improving pupil outcomes.	1, 2, 3, 4 and 7
CPD in pedagogical understanding.	Supporting continuous and sustained professional development (CPD) on evidence-based classroom approaches is important to develop the practice of our teachers. Our CPD is carefully structured to support the gaps in knowledge and to maximise progress. Pupil Premium menu evidence brief.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2, 3, 4 and 7
CPD in the use of support staff.	Strategic deployment of support staff is important to ensure priority pupils are supported. This will include ensuring HLTAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4 and 7
CPD delivered by a SEND specialist to develop strategies for meeting the needs of the SEND children in each class.	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send This will ensure that children’s needs are initially being met within the classroom before any targeted intervention takes place.	2, 3 and 4
Research opportunities for teachers to broaden their knowledge and understanding of how children learn.	Teachers need dedicated time to improve their subject knowledge and further their understanding of how children learn. Cognitive science approaches in the classroom - A review of the evidence.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2, 3 and 4
Pupil progress meetings will be held termly and there will be a key focus on identifying attainment and progress of the disadvantaged pupils.	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf <ul style="list-style-type: none"> • Pupil Progress meetings will include monitoring and provision of strategies and outcomes for disadvantaged pupils. • Pupil’s learning gaps will be identified and those in risk of falling behind will be quickly identified so • they are supported with targeted interventions. Small group tuition will be planned strategically across school through a rigorous monitoring of pupil’s attainment and progress data in pupil progress meetings.	1, 2, 3, 4 and 7

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

Budgeted cost: £135,802

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and one to one intervention, children will be selected through gap analysis.	Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Carefully targeted tutoring around individual children's gaps in knowledge enable them to not only make accelerated progress but also to maintain better day to day progress.	1, 2, 3, 4 and 7
Use of Little Wandle reading intervention - Rapid Catch-up.	Short-term reading intervention that complements our teaching of phonics. Little Wandle research shows that it is particularly effective for disadvantaged and EAL children.	2, 3, 4 and 7
To continue with Nuffield Language Early Language Intervention (NELI).	The Nuffield Early Language Intervention is designed to improve the language skills of Reception pupils with relatively poor spoken language, through scripted small-group sessions delivered by a trained teaching assistant or early year's practitioner.	4
Specific specialist interventions for children with specific needs.	Some children require very targeted academic support to assist language development, literacy, or numeracy. Interventions will be carefully linked to classroom teaching and matched to specific needs. https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996	1, 2, 3, 4 and 7
Speech and language interventions.	External support through speech and language interventions to target specific pupils and on-going speech and language interventions in class.	2, 3, 4 and 7

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

Budgeted Cost: £27,967

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Care Manager	<ul style="list-style-type: none"> Pastoral support around behaviour and SEMH can improve children's overall wellbeing and ability to access learning once barriers have been removed. Research shows that good quality support and intervention can enable children to make progress. <p>https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/behaviourinterventions/</p>	All
<p>Social emotional approaches embedded into quality first teaching of Jigsaw.</p> <p>Additional support allocated for children identified through Forward Thinking, STICK Team, St Michael's Counselling.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <ul style="list-style-type: none"> Social and emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Additionally, they have an average overall impact of four months additional progress on attainment. Interventions which target social and emotional learning seek to improve pupils' interactions with others and self-management of emotions, rather than the academic elements of learning. These interventions will focus on the ways in which pupils work with their peers, teachers, family or community. This will be a school level approach to developing a positive school ethos, which will also aim to support greater engagement in learning. <p>Evidence suggests that children from disadvantaged backgrounds have on average, weaker social and emotional skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower social and emotional skills are linked with poorer mental health and lower academic attainment. Social and emotional interventions in education are shown to improve social skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	1, 2, 3, 4 & 5

<p>Provision and accessibility of educational visits and other well-being trips</p>	<ul style="list-style-type: none"> • Broad and balanced curriculum as emphasised by OFSTED • Positive impact on mental health • Greater preparedness for learning and engagement <p>Increased cultural capital with transferable knowledge and skills</p>	<p>All</p>
<p>Continue to work with parents to identify children who are persistently absent and late into school.</p>	<p>Regular or prolonged absence is seriously detrimental to progress and attainment due to gaps in knowledge. Pupils from low-income households see a larger negative effect from each day of absence.</p> <p>www.ucl.ac.uk/ioe/research-projects/2022/jan/school-absences-and-pupil-achievement</p> <p>Children who arrive late can feel embarrassed, left out and miss out on important introductions to lessons. Punctuality is an essential life skill that needs to be taught from the very beginning. Lateness also disrupts the learning that is already taking place in the classroom as it is distracting to both other children and staff.</p>	<p>1, 2, 3, 4 & 5</p>
<p>Social activities to engage with parents and build strong relationships between home and school</p>	<p>Research suggests that supporting parents and getting them to engage with the school through supporting their own well-being and knowledge and understanding of their child's learning has an impact on the child and can close the attainment gap by 4 months compared to those who do not engage.</p>	<p>5</p>

Total budgeted cost: £180,181

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.

Expenditure 2022/23

Teaching - £16,413

Targeted Academic Support and Staff - £136,614

Wider Strategies - £9,740

Total - £162,767

Expected outcome - Early years children to be 'Year 1' ready so that the percentage of disadvantaged and/or EAL children achieving a good level of development is higher than last year.

There is still a gap between disadvantaged and others in every area, however the gap is considerably less than the national gap in most areas.

Expected Outcome - Improved reading outcomes for disadvantaged children so that the gap between disadvantaged and non-disadvantaged in reading is reduced by at least 10% in Years 4, 5 and 6.

Year 6 – There was no gap between pupil premium children and others at the expected standard or at greater depth.

Year 5 – The percentage of pupil premium children who achieved the expected standard was greater than others. There is still a gap of 5% at greater depth.

Year 4 – There has been no reduction in the gap between pupil premium and others at the expected standard which remains at 7%. There is no gap at greater depth.

Expected outcome - Improved writing outcomes for disadvantaged children so that the gap between disadvantaged and non-disadvantaged in writing to be reduced by at least 10% in Years 4, 5 and 6.

Year 6 - There was no gap between disadvantaged and others at the expected standard or at greater depth.

Year 5 - The percentage of disadvantaged children who achieved the expected standard was greater than those who are not. There is still a gap of 14% at greater depth.

Expected Outcome - Improve both the progress and attainment for disadvantaged pupils in reading, writing and maths so that a higher percentage of disadvantaged pupils to be assessed as working at greater depth in reading, writing and maths in all year groups.

A greater number of pupil premium children are being assessed as greater depth, however there is still a gap that needs addressing.

Expected outcome - To ensure that disadvantaged children have the same opportunities as other children and that the well-being of all is maintained so that pupils are happy, want to learn, are engaged in their learning and there is a significant reduction of low-level behaviour incidences. This will be assessed through pupil and parent interviews, observations, and progress data. All pupils can access extra-curricular activities equally.

General behaviour and behaviour for learning has improved considerably, particularly in the mornings.

There are less reported incidences.

89% of children enjoy school and 100% of children feel safe in school.

94% of parents say that their child has a positive attitude towards learning.

Expected outcome - Improved and more consistent attendance for all children so that the attendance of our disadvantaged children is at least in line, if not higher than our non-disadvantaged children. All attendance to be consistently in line or higher than national.

The attendance of our pupil premium children (91.2%) is still slightly below the national (91.5%) and slightly below our overall average (94.1%). St Thomas persistent absence (12.6%) is well below the national average (19.3%).

Expected outcome - Improved punctuality so that the percentage of children arriving after the school bell has rung is significantly reduced resulting in children being ready to learn at the very beginning of the school day.

Punctuality has improved, particularly those children arriving after the register has closed.

Expected outcome - Staff are confident in the strategies that are used to support children who are making less than expected progress ensuring that teaching and learning is consistent across the school and children make at least good progress.

Progress in reading, writing and maths is more than the national average at the end of Key Stage 2 for most groups.

Expected outcome - Interventions are highly focused, impactful and research based so that children make accelerated progress due to a particular intervention.

Reading interventions have been a priority and assessments show that 31% of children who received the catch-up support for two terms achieved age related expectations at the end of the year. 48% left the programme and are now reading fluently.

Externally provided programmes

Programme	Provider
NELI	Nuffield Foundation Education Ltd
Little Wandle	Harper Collins
Walkthrus	John Catt Educational Ltd
No Nonsense Spelling	Babcock LDP Primary English Team
Jigsaw	Jigsaw
Counselling	St Martin's