

Pupil Premium Strategy Statement 2022-23



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	44%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Board of Trustees
Pupil premium lead	Charlotte Ward Lewis
Governor / Trustee lead	Emma Tyler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,035
Recovery premium funding allocation this academic year	£13,920
Recovery premium funding carry forward from last academic year	£14,098
School-Led Tutoring Grant	£7,939
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£161,992

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	We have a high proportion of children whose first language is not English (51%) and many of these are in receipt of Pupil Premium funding as well. Assessments, observations and discussions show that EAL and disadvantaged children in Nursery and Reception do less well than others in all areas. At the end of the 2021/22 academic year

	a higher percent of children who are EAL, disadvantaged or both were working significantly below age related expectations and no EAL children were working above age related expectations.
2	Assessments and pupil progress meetings show that there are still gaps in learning since covid. The gap between disadvantaged and non-disadvantaged are significant in the children who are reaching the expected standard in reading, writing and maths in Key Stage 2.
3	Assessments and pupil progress meetings show that fewer disadvantaged children achieve greater depth in reading, writing and maths by the end of Key Stage 1 and the end of Key Stage 2.
4	Questionnaires, observations and discussions show that social emotional and mental health needs including adverse childhood experiences, low self-esteem, anxiety and behavioural needs of disadvantaged pupils' impact on well-being and therefore impacts on their learning.
5	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.
6	Interventions have lacked focus and their impact has been minimal in previous years.
7	Traditionally, <u>all</u> children's needs have not been met by quality first teaching.

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
Early years children to be 'Year 1' ready.	The percentage of disadvantaged and/or EAL children achieving a good level of development is higher than last year.
Improved reading outcomes for disadvantaged children.	The gap between disadvantaged and non-disadvantaged in reading to be reduced by at least 10% in Years 4, 5 and 6.
Improved writing outcomes for disadvantaged children.	The gap between disadvantaged and non-disadvantaged in writing to be reduced by at least 10% in Years 4, 5 and 6.
Improved maths outcomes for disadvantaged children.	The gap between disadvantaged and non-disadvantaged in maths to be reduced by at least 10% in Years 4, 5 and 6.

Improve both the progress and attainment for disadvantaged pupils in reading, writing and maths.	A higher percentage of disadvantaged pupils to be assessed as working at greater depth in reading, writing and maths in all year groups.
To ensure that disadvantaged children have the same opportunities as other children and that the well-being of all is maintained.	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.
Improved and more consistent attendance for all children.	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.
Improved punctuality.	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.
Staff are confident in the strategies that are used to support children who are making less than expected progress.	Teaching and learning is consistent across the school and children make at least good progress.
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
Recruitment of a specialist part time (18 hours per week) teacher to work	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,	1, 2, 3 and 7

alongside and mentor staff around the inclusion of all children in their classrooms.	<p>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>	
Use of instructional coaching to ensure a consistent approach to teaching and learning.	<p>Tom Sherrington – Walkthru’s</p> <p><i>Instructional coaching - EEF – Education Week.</i></p> <p><i>Teaching WalkThrus: Five-step guides to instructional coaching by Tom Sherrington and Oliver Caviglioli.</i></p> <p>To ensure consistency in application and delivery of key teaching and learning priorities and therefore improving pupil outcomes.</p>	1, 2, 3 and 7
CPD in assessment for learning techniques.	<p>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.</p> <p>Pupil Premium menu evidence brief.pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1, 2, 3 and 7
CPD in the use of support staff.	<p>Strategic deployment of support staff is important to ensure priority pupils are supported. This will include ensuring Teaching Assistants are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 6 and 7
CPD delivered by a SEND specialist to develop strategies for meeting the needs of the SEND children in each class.	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>This will ensure that children’s needs are initially being met within the classroom before any targeted intervention takes place.</p>	1, 2, 3 and 7
Research opportunities for teachers to broaden their knowledge and understanding of how children learn.	<p>Teachers need dedicated time to improve their subject knowledge and further their understanding of how children learn.</p> <p>Cognitive science approaches in the classroom - A review of the evidence.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1, 2, 3 and 7

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

Budgeted cost: £136,614

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring for up to six children per year group per term in reading, writing and maths. These 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 and 6
Use of Maths Mastery Ready to Progress interventions programme.	Short term maths intervention that is aligned with the way we teach maths in the classroom as well as the EEF best practice principles and the DfE Ready to Progress criteria.	2, 3 and 6
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 and 6
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, 4 and 6

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

Budgeted Cost: £9,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of new Behaviour Policy. Ensure that all staff are fully trained and have access to Class Dojo on a handheld device.	https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf This research focuses on three strategies: <ul style="list-style-type: none"> • Preventing misbehaviour happening. • How to deal with bad behaviour when it happens. 	6

	<ul style="list-style-type: none"> The importance of consistency and coherence when it comes to behaviour policies. 	
Pastoral Care Manager to commence on NPQ Leading Behaviour & Culture to support pupils with behaviour including mental health and well-being resilience techniques and anger/anxiety management.	<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. 	1, 2, 3, 4 & 5
Social emotional approaches embedded into quality first teaching. Additional support allocated for children identified through Forward Thinking, STICK Team, St Michael's Counselling.	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.	1, 2, 3, 4 & 5
Review attendance policy and procedures. Identify children who are persistently late into school and work with families to ensure greater punctuality. Change cloakroom routines to aid speed into the classroom.	<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>	1, 2, 3, 4 & 5

Total budgeted cost: £162,767

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.

Expenditure 2021/22

Teaching - £3250

Targeted support and staff - £160,390

Wider Strategies - £4075

Total - £167,715

The funding was used to increase the percentage of teaching and support staff in the classrooms. This enabled us to deploy staff to effectively meet the academic and pastoral needs of most disadvantaged children. 1:1 support was provided and small group work for targeted academic intervention. We were able to maintain a high level of staffing as part of the pastoral care team.

A gap is still evident between the attainment of those children in receipt of pupil premium compared with those children who don't, across Key Stage 2. However, the support that our disadvantaged children received showed that they made good progress from their starting points, particularly in reading and writing.

At the end of Year 1 the gap has significantly closed in reading and writing. By the end of Year 2 the gap has closed in reading, writing and maths.

At the end of Reception, the gap is very small and in PSED a higher percentage of children in receipt of pupil premium funding reached the expected standard.

Externally provided programmes

Programme	Provider
The Lightening Squad	Fischer Family Trust
NELI	Nuffield Foundation Education Ltd
Little Wandle	Harper Collins
Walkthrus	John Catt Educational Ltd
No Nonsense Spelling	Babcock LDP Primary English Team
Jigsaw	Jigsaw