



St Thomas CE Primary School

Pupil Premium Strategy

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 CE Primary
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	11.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Sept 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Mrs Judith Jones
Pupil premium lead	Mrs Judith Jones
Governor / Trustee lead	Mrs Carol Whiting

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26520
Recovery premium funding allocation this academic year	£2900
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	£29420

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Developmental delay due to limited experiences in early childhood.
2	Limited perseverance, resilience and aspiration.
3	Limited opportunities to visit different places of interest or to participate in physical activities
4	Over-stretched parenting capacity
5	Poor attendance and punctuality.
6	Catch-up curriculum due to impact of COVID on curriculum

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
All groups of children, including disadvantaged children and 'looked after children', are tracked closely and make good progress Disadvantaged children make more rapid progress than other children and the gap between disadvantaged children and their peers closes further Increased adult/pupil ratio Improved social interactions and development	PIRA and PUMA data to demonstrate termly progress is at least on track Use of Raising Attainment Plans targets disadvantaged children at risk of falling behind year group expectations with individual and group interventions and puts in fortnightly reviews CPD on teaching strategies involving group interaction and social skills linked to maths and PE
Children with social and emotional difficulties will be well supported	Feedback from children and parents supports this statement

<p>Increase in motivation and engagement of vulnerable groups</p>	<p>Registers for after-school and lunchtime clubs reflect engagement of vulnerable groups</p>
<p>Increased number of children accessing afterschool & lunchtime clubs which boosts confidence and readiness to learn</p> <p>Increased number of children accessing residential visits</p> <p>Children develop social skills and ability to cooperate as part of a team</p>	<p>Residential visits accessible to all disadvantaged children and uptake includes vulnerable groups</p> <p>Observations in class demonstrate improvement against EYS statements</p>
<p>Improved access to supportive agencies</p> <p>Reduced referrals to Social Care</p> <p>The social and emotional well-being of children and families will improve and there will be increased engagement from parents/carers and fewer children on Child Protection Plans</p> <p>Improved and sustained attendance</p>	<p>Use of Embrace and Startwell (where applicable) to support families</p> <p>Data reported to Governing Body in HT report on child protection numbers and attendance</p> <p>Attendance Officer analyses data fortnightly with focus on disadvantaged groups. Early help used to support families to improve attendance.</p>
<p>Attendance of PPG eligible children will improve and the number of PPG children persistently absent will decrease.</p>	<p>Attendance data and Early Help paperwork will show this</p>

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: £ 23700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing ratios improved	Smaller groups allow for individual support	1 and 2
Soundwrite Training	Established phonics programme	1
NELI programme	DfE recommended	1
Active Maths CPD and resources	Removing the barriers of maths by putting children into different setting allows opportunities to apply maths understanding to a game situation	1,2 & 6
Linguascope resource	Proven resource recommended by high school	6
Inset on Rosenshine's Principles of Instruction	Based on proven research	1 and 6

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

Budgeted cost: £ 1920

Activity	Evidence that supports this approach	Challenge number(s) addressed
3xweekly Soundwrite sessions	Smaller groups allow for individual support	1
NELI intervention	DfE recommended	1
Tutoring 1:3	Governemtn recommended EEF research shows proven impact	1

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

Budgeted cost: £ 3800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer including Early Help support	Improvement annually in the 2 years that used this service	4 and 5
Counselling service- WFW CAMHS link Worker	Positive outcomes from previous children who access this service	1 and 2
Revisit the Growth Mindset ideas	Supported children previously	1,2 and 6

Total budgeted cost: £ 29420

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.

Data analysis produced a Raising Attainment Plan for each class with a focus on vulnerable groups. Targeted support using additional staff and resources alongside regular reviews every three weeks ensured any gaps in learning addressed. Quality first teaching approach provided aspiration to lower ability children.

Targeted short-term intervention including Lego Therapy, Soundwrite, TT Rockstar's, had a positive impact on participants motivation and academic ability.

Attendance was not compared with previous years due to impact of Covid- maintained a high level of attendance and vulnerable groups percentage was higher than whole school.

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
White Rose Maths	
Active Learn	Pearson
TT Rockstars	
Phonics Play	
NELI	DfE
Soundwrite	