



St Thomas CE Primary School

Pupil Premium Strategy

Pupil premium targets additional money for children who

- are eligible for free school meals
- are a child in care
- have a parent serving in the armed forces

to help them achieve their full potential.

‘The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. It is for schools to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.’

... **from the DFE website.**

Whilst schools are able to spend the Pupil Premium as they see fit, they will be held accountable for how they have used the additional funding to support children from low-income families.

2016-17 Academic Year

Pupil Premium Allocation is £34900

Main barriers to educational achievement:

At St Thomas' we have identified the following as barriers for some of the children currently in receipt of PPG:

- A. Developmental delay due to limited experiences in early childhood.
- B. Limited perseverance, resilience and aspiration.

C. Limited opportunities to visit different places of interest like museums, art galleries, the seaside, shows or to participate in physical activities, residential holidays, etc.

D. Over-stretched parenting capacity for example when some parents/carers require support for issues including domestic abuse, relationship difficulties and spending quality time with the children

E. Poor attendance and punctuality.

Planned Expenditure – how PPG funding will be spent

Barrier	Area of Spend	Expected outcomes-why these approaches were taken
A. Developmental delay due to limited experiences in early childhood.	<ul style="list-style-type: none"> -DHT released from teaching commitment to identify and monitor the progress of vulnerable groups, to provide advice to less experienced staff and to provide Challenge Plan sessions -Recruit staff to maintain our high adult/pupil ratio in all year groups to enable us to deliver focused intervention and support -Maintain 1-10 staff to pupil ratio in YR to support higher than usual proportion of children with high levels of need -Consolidation of learning and pre-teaching to prepare children for future learning 	<ul style="list-style-type: none"> · 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
B. Limited perseverance, resilience and aspiration.	<ul style="list-style-type: none"> - Focus on perseverance as one of our Christian values · Research & trial Mindsets programme in R, Y2 & Y4 · Counselling sessions provided by a trained counsellor from Wigan Family Welfare 	<ul style="list-style-type: none"> · Children with social and emotional difficulties will be well supported · Increase in motivation and engagement of vulnerable groups
C. Limited opportunities to visit different places of interest or to participate in physical activities	<ul style="list-style-type: none"> A wide range of afterschool clubs provided by school staff · High impact events including educational visits and visitors to school · School to subsidise all visits including residential visits 	<ul style="list-style-type: none"> -Increased number of children accessing afterschool & lunchtime clubs which boosts confidence and readiness to learn -Increased number of children accessing residential visits -Children develop social skills

		and ability to cooperate as part of a team
D. Over-stretched parenting capacity	-Signpost services based in local area on website and in school entrance area -Use Early Help approach and Startwell to support families	-Improved access to supportive agencies -Reduced referrals to Social Care -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 · improved and sustained attendance
E. Poor attendance and punctuality.	-Raise profile of punctuality through use of late slips' · Attendance incentives and awards	Attendance of PPG eligible children will improve and the number of PPG children persistently absent will decrease.

How the school will measure the impact of the PPG spending

To monitor progress and attainment, our performance tables provide evidence of the achievement of children eligible for PPG.

At St Thomas' our usual cycle of formative and summative assessments, pupil progress meetings and whole school monitoring activities will be used to measure pupil progress and enable the early identification of further need, support and /or appropriate intervention.

Review of the school's PPG strategy

At the end of each term we will review the impact of our actions against the outcomes we had expected and will then plan for how the PPG funding will be specifically allocated over the coming term. When selecting children for PPG target groups or interventions we will examine all children across the school. There may be occasions when we include children who are not eligible for PPG in our target groups as they may benefit from accessing additional support.

During the summer term 2017, following notification of our next funding allocation and once we have assessment results from the 2017 statutory assessments, a final review of our current PPG strategy will be completed to inform our future actions.

2015/16 Academic Year Pupil Premium Review of Strategy

Pupil Premium Allocation was £41500

Expenditure – how PPG funding was spent

- The majority of our PPG was spent on staffing to increase our adult/pupil ratio to enable us to deliver focused intervention and support, usually within Maths and English. Two teaching assistants were deployed in Reception and one in every other class.
- A wide range of intervention sessions took place every day – run by teachers and teaching assistants.
- Other key adults were deployed including a sports coach, an activity apprentice, a counsellor and the DHT was released from teaching commitment to identify and monitor the progress of vulnerable groups, to provide advice and guidance to staff and to deliver Challenge Plans to children in KS1.
- A range of rewards, incentives and engagement programmes were delivered including afterschool clubs, attendance incentives and awards, high impact events including educational visits and visitors to school.

The impact of PPG funding

- When children eligible for pupil premium enter St Thomas' in Reception class, their attainment is usually below age related expectations. There is usually a gap between the attainment of the school's disadvantaged children and the 'other' children. Over time, as a result of the additional support directed at the disadvantaged group of children, the gap has narrowed.
- The RAISEonline document confirms that St Thomas makes a good impact in 'narrowing the gap' for disadvantaged children. This can be difficult to demonstrate through data due to low numbers of children eligible for PPG in each class.

Year Group	Number & % eligible for PPG
R	2/28=7%
1	3/30=10%
2	4/30= 13%
3	2/30=7%
4	3/29=10%

5	6/36=17%
6	6/35=17%

- All distinct groups of children, including disadvantaged children and ‘looked after children’, are tracked closely and evidence shows that they make good progress.
- Almost all children who remain at St Thomas throughout KS2 achieve the expected two levels progress from Y2 to Y6 and many exceed this target.
- Self-confidence within groups has increased.
- There has been an increase in motivation and engagement of vulnerable groups.
- The overwhelming majority of children are happy and engaged in their learning.
- Over the last two years, overall absence figures and the number of children persistently absent has remained significantly below national figures

	2014	2015
Overall absence	2.8%	2.9%
	3.9%	4.0%
Persistent absence – absent for 15% or more sessions	1.5%	1.5%
	2.8%	2.7%

National figures are in red

If your child does not receive free school meals but may be eligible due to your income level, please contact the school office, (in confidence) to discuss the matter further. Even if your child is in KS1 and already receives free school meals, school can claim Pupil Premium Funding for your child, which will be used to support your child in school.