



SECURE IN FAITH, LEARNING TOGETHER

YOUR WORD IS A LAMP FOR MY FEET, A LIGHT ON MY PATH.

PSALM 119 VERSE 105

St Thomas CE Primary School

Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	197
Proportion (%) of pupil premium eligible pupils	12.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Sept 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Miss Leanne Crompton
Pupil premium lead	Miss Leanne Crompton
Governor / Trustee lead	Mrs Carol Whiting

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45376
Recovery premium funding allocation this academic year	£3099
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	£48475

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	Reading and maths assessment 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

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

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: £36480

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
Inset on Rosenshine's Principles of Instruction	Based on proven research	1 and 6
Training on cognitive science	Based on proven research	1 and 6

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

Budgeted cost: £7510

Activity	Evidence that supports this approach	Challenge number(s) addressed
3 x weekly Soundwrite sessions	Smaller groups allow for individual support	1
NELI intervention	DfE recommended	1
Tutoring 1:4	Government recommended EEF research shows proven impact	1

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

Budgeted cost: £4485

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitored by SBM in additional time	Strategic approach with early intervention	4 and 5

Counselling service- WFW CAMHS link Worker	Positive outcomes from previous children who access this service	1 and 2
Educational visits paid for when necessary	Equal access to educational visits	3

Total budgeted cost: £ 48475

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 attaining children.

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

Attendance was in line with national figures and robust systems and procedures are in place.

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	
TT Rockstars	
Phonics Play	
NELI	DfE
Soundwrite	