

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for this academic year) funding to help improve the progress and 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 School (Halliwell)
Number of pupils in school	335 (inc Nursery) 309 (exc Nursery)
Proportion (%) of pupil premium eligible pupils	25% (76 pupils)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021/2022 – 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	May 2024
Statement authorised by	-A Fielden, Head Teacher
Pupil premium lead	C.Conroy, Teacher
Governor / Trustee lead	D.Pott

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144 045.00
Recovery premium funding allocation this academic year	£ 15,515.00
School Led Tutoring	£ 11,008.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<b>Total budget for this academic year</b>	£173,098.00
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# Part A: Pupil premium strategy plan

## Statement of intent

At St Thomas', our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas; including those who are more able, have SEND or have arrived recently to the country and are learning English as a new or additional language. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We are fully committed to meeting their pastoral, social and academic needs in order to do so.

We have a complex PP learner population: there are 10% with SEND and 56% of our Pupil Premium children have EAL

The needs of our pupils have been assessed and prioritised and Pupil Premium Funding has been allocated to support these identified groups and individual children.

We adopt a tiered approach to our Pupil Premium spending as the school balances approaches to improving teaching, targeted academic support, and wider strategies; aligning itself with the DfE strategy template

In making provision for any underlying *inequalities* between children eligible for Pupil Premium and other pupils, we recognise that not all pupils who receive free school meals are disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. Pupil Premium funding is also used to support any pupil or groups of pupils the school has identified as being disadvantaged or vulnerable to underachievement. These pupils are included within the various identified Pupil Premium activities.

High-quality teaching is at the heart of our approach, with a focus on providing extra qualified teachers in the areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

- analyse and reflect the success of strategies implemented as a staff team based upon pupil progress and adapt strategies accordingly

Below are some low-cost ways of how we use the pupil premium that has a big impact:

- An ethos of attainment for all pupils - high aspirations and expectations for all.
- A focus on high quality teaching.
- Identify the main barriers to learning for disadvantaged pupils.
- Frequently monitor the progress of every disadvantaged pupil.
- Interventions are in place to support underperforming disadvantaged pupils.
- Collect, analyse and use data relating to individual pupils and groups.
- Use evidence (especially the Education Endowment Foundation Toolkit) to decide on which strategies are likely to be most effective in overcoming the barriers to learning of disadvantaged pupils.
- High-impact, low-cost strategies include the following seven strands:
  - Feedback.
  - Mastery learning.
  - Reading comprehension.
  - Collaborative learning.
  - Speech and language interventions.
  - In-depth training for all staff on chosen strategies.
  - Teachers to know which pupils are eligible for pupil premium. Ensuring all staff are fully aware of and committed to the Pupil Premium Strategy and their responsibilities within it via appraisals and PP learner progress reviews

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with learners indicate that pupils have <b>low or extremely low levels of attainment on entry to the EYFS</b> particularly in terms of <b>speech &amp; language development</b> this is evident from Nursery through to KS2 (when arriving new to the school and learning English as a new language or experiencing communication difficulties due to SEND.) The impact is that many PP learners have underdeveloped oral language skills and vocabulary gaps throughout school, which has been further compounded by the pandemic.
2	Internal and external assessments indicate that children, particularly our disadvantaged children, are having greater difficulties with <b>phonics</b> . This then slows down their development as <b>readers and writers</b> .
3	Internal assessments indicate that maths <b>attainment</b> , particularly of our disadvantaged children, is significantly below that of non-disadvantaged pupils
4	Observations, discussions with pupils, staff and parents have identified <b>social and emotional issues</b> for many pupils. This could be due to socio economic factors, such as low family income or lack of employment. It may be due to lack of parental support, because of language barriers or socio economic factors. There has been a lack of technological devices needed to access home learning during closures and there have been reduced opportunities to take part in first hand opportunities due to the pandemic.  Teacher referrals for support have massively increased during the pandemic. Support including: sessions with the Personal Development Leader, small group or 1:1 interventions and some receiving external support from Agencies.
5	Our attendance data over the last year indicate that <b>attendance</b> is a whole school priority. A significant percentage of our disadvantaged learners have a poor attendance record and this is having a negative impact on their academic progress. Improving PP and Non-PP attendance and persistent absenteeism further, in comparison with last year is a focus for recovery.
6	Data analysis highlights the complex learning needs of a high proportion of PP learners, e.g. 56% of our PP learners have EAL and 10% are on the SEND register – all require layered and in some cases, specialist support to overcome these barriers to achieve optimum progress
7	Daily readiness to learn, for example many learners come to school without breakfast.

## 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
Improved oral language skills and vocabulary among PP learner	<p>Well Comm assessments completed at the beginning and end of the EYFS indicate significant improvement in children's speech and language</p> <p>Evidence from lesson observations, book scrutiny and ongoing formative assessments indicate significant improvement in children's language development</p>
Improved reading and writing attainment among disadvantaged pupils with a target of 70% of disadvantaged pupils achieving ARE by the end of the academic year	<p>KS1 and KS2 reading and writing attainment data show an increased percentage of disadvantaged children meeting the expected standard than the previous year.</p> <p>Phonics screening, Reading Plus, intervention tracking records</p> <p>KS2 reading outcomes in 2023/24 show that more than 70% of disadvantaged pupils met the expected standard.</p> <p>KS2 writing outcomes in 2023/24 show that more than 70% of disadvantaged pupils met the expected standard.</p>
A progressively narrowing attainment gap between disadvantaged and non-disadvantaged children in all year groups in reading, writing and maths.	Attainment data tracked termly shows the gap narrowing between disadvantaged and non-disadvantaged pupils
Improved maths attainment among disadvantaged pupils at the end of KS2 with a target of 70% of disadvantaged pupils achieving ARE by the end of the academic year	<p>KS1 and KS2 maths attainment data show an increased percentage of disadvantaged children meeting the expected standard than the previous year.</p> <p>KS2 maths outcomes in 2023/24 show that more than 70% of disadvantaged pupils met the expected standard.</p>
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"><li>• Data from student voice, parent and teacher surveys and teacher observations</li><li>• Access to enrichment activities through our Creative Curriculum and out of school clubs</li></ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improve the attendance of PP learners to ensure that it is in line with or above Non-PP. Ensure persistent absenteeism is below the national average for PP learners.



## 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: £ 123, 979

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing – staff to child ratio in classes to aid planned provision of high quality, additional support which is focussed on ‘closing the gap’ between PPG learners and all pupils in school and nationally in Reading, Writing and Maths.	<p>EEF Guidance to help primary and secondary schools make the best use of TAs</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>The EEF guide to the Pupil Premium supports a tiered approach which aligns with the DfE strategy template and focuses on targeted academic support; Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.</p> <p>High quality teaching improves learner outcomes &amp; effective professional development offers a crucial tool to develop teaching quality &amp; enhance children’s outcomes in the classroom.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effectiveprofessional-development/EEF-Effective-Professional-DevelopmentGuidance-Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effectiveprofessional-development/EEF-Effective-Professional-DevelopmentGuidance-Report.pdf</a></p>	1,2,3,6
Additional teacher in both KS1 and KS2 in the morning resulting in smaller class sizes. To ensure highly skilled specialist staff are flexibly deployed specifically to raise the achievement and attainment of Pupil premium learners	<p>High Quality First teaching</p> <p>Teaching targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind by teaching in small groups</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The EEF guide to the Pupil Premium supports a tiered approach which aligns with the DfE strategy template and focuses on High Quality teaching. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending</p>	1,2,3,6

according to need from EYFS – Y6 so that all learners reach their optimum academic potential.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,901.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of programmes to improve mathematical skills and mastery: providing additional support and opportunities for UKS2 PP children to access their learning in and out of school	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk/2017/06/20/101-maths-ks1-2">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://www.eef.org.uk/resource/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p>	3,6
-Purchase of a reading intervention for KS2. To support children who are not making expected progress and to 'close the gap'	<p>The EEF Guidance report 'Developing Literacy in KS2' <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>recommends the use of high quality interventions and to target teaching and support by accurately assessing pupils' needs</p>	1,2,6
Purchase of additional RWI resources to support tutoring sessions for disadvantaged children	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="https://www.eef.org.uk/resource/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,6
Teaching assistant delivering	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such</p>	1,6

Wellcomm intervention sessions in the EYFS	<p>as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
NEST Therapy specialist delivering a bespoke and highly intensive Speech and Language programme to the EYFS	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,6
Talk for Writing Workshop	<p>The EEF Guidance report '<a href="#">Developing Literacy in KS2</a>' <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>recommends the use of high quality interventions and to target teaching and support by accurately assessing pupils' needs</p>	1,2

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

Budgeted cost: £ 24, 989.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club Additional staff help to run a successful Breakfast	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4,5,7

club - a provision for children to enjoy a healthy breakfast before school and to have fun and socialise with their peers. Thus improving attendance and punctuality		
Attendance Officer All PP children throughout school are provided with support and advice ranging from home visits and phone calls	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Bright Leaders for KS2 – One to one coaching, Personal Leadership Programmes and Workshops	<p>Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p>Evidence suggests the use of 'metacognitive strategies and self regulation' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Meta_cognition_and_self-regulation_review.pdf?v=1642679296">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Meta_cognition_and_self-regulation_review.pdf?v=1642679296</a></p>	4
Personal Development Leader will	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later	4,5,7

<p>work alongside SLT providing support to pupils, staff, parents and carers to promote positive mental health and wellbeing.</p> <p>Social and emotional learning will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Both targeted interventions (Lego &amp; drawing therapy) &amp; universal approaches can have positive overall effects: Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between learners.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Taking a coordinated &amp; evidence-informed approach to mental health &amp; wellbeing in school leads to improved learner emotional health &amp; wellbeing which can help readiness to learn</p> <p><a href="https://www.gov.uk/government/publications/promoting-and-supporting-mental-health-and-wellbeing-in-schools-and-colleges">Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)</a></p>	
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**Total budgeted cost: £177,896.91**

**Total PPG Funding: £173,098.00**

**Balance: -£4798.91**