

Pupil Premium Strategy Statement 2024-25



St Thomas Church of England Primary School

This statement details our school's use of pupil premium and recovery premium funding for the 2024 to 2025 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 Primary School
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	45.9%
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Local Governing Board
Pupil premium lead	Sarah Williams
Governor / Trustee lead	Jonny Ivey

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,080
Recovery premium funding allocation this academic year	£0
Recovery premium funding allocation for 2023/24 academic year	£13,920
Recovery premium funding carry forward from last academic year	£0
School-Led Tutoring Grant	£0

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£

Part A: Pupil Premium Strategy Plan

Statement of intent

At St Thomas Church of England Primary School '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 in one of the 10% most deprived areas on the index of deprivation.

The gap between pupil premium and non-pupil premium has always been evidenced but has widened since the pandemic. It is more important than ever, that our school strategy focuses on support for pupil premium pupils. As almost half of our children are eligible for pupil premium funding and this strategy addresses whole school issues as well as those specific to individual and smaller groups of children. The ultimate objectives from the use of this strategy, is that our pupil premium children will make as much as and in some cases more progress than others. 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. The quality of teaching and how teachers and staff approach the individual needs of all children has improved greatly over the past year and monitoring records show this.

The gap between pupil premium children and others has lessened at the end Key Stage 2 and is considerably narrower than national.

Challenges

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

Challenge number	Detail of challenge
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1	Data shows that the gaps between pupil premium children and others in reading, writing and math's at a higher standard are greater than the gaps at those achieving the expected standard.
2	The gap between pupil premium children and others is greater in all subjects at KS1.
3	Although a provision for pupils who require SEND support has greatly improved, these children still make less progress than others, particularly those children who are eligible for pupil premium support and have SEND. Currently, 12% of our children are eligible for pupil premium and have a special educational need.
4	18% of our children are both EAL and eligible for pupil premium. Assessments, observations and discussions show that the gap between these children is greater in writing.
5	At the end of EYFS, those children who are eligible for pupil premium do less well than others in all areas of the curriculum.
6	Parental engagement with the school in the support of the most vulnerable learners is not always impacting on the children's social, emotional well-being and learning.
7	The cost-of-living crisis continues to have significant impact on pupils with regards to their well-being and mental health.

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
1. Staff understand what constitutes greater depth learning and have strategies to ensure that those children that can achieve the higher standard in writing and maths.	The percentage of children of children achieving a higher standard in writing and maths is higher than the percentage in 2023/24.
2. Children with SEND make good progress from their starting points.	The progress of the SEND children at the end of KS2 is in line or more than SEND children nationally and locally.

3. Children who have English as an additional language make good progress, particularly in writing.	The progress of the EAL children at the end of KS2 is in line or more than EAL children nationally and locally.
4. All children in EYFS make good progress from their starting points.	The gap between those children eligible for pupil premium and others to be less than the 2023/24 gaps in every area.
5. Parents are better equipped to support their children academically and emotionally.	Parental feedback is positive about the links that continue to be established between home and school.
6. Improved and more consistent attendance for children eligible for pupil premium.	The absence rate of children eligible for pupil premium is reduced to bring it in line with those children that are not eligible.

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
Continued use of instructional coaching to ensure a consistent approach to teaching and learning.	Tom Sherrington – Walkthru’s <i>Instructional coaching - EEF – Education Week. Teaching WalkThrus: Five-step guides to instructional coaching by Tom Sherrington and Oliver Caviglioli.</i> To ensure consistency in application and delivery of key teaching and learning priorities and therefore improving pupil outcomes.	1, 2, 3, 4 and 5
CPD in pedagogical understanding.	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. Pupil Premium menu evidence brief.pdf.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2, 3, 4 and 5
CPD in the use of support staff.	Strategic deployment of support staff is important to ensure priority pupils are supported. This will include ensuring HLTAs are fully prepared for their role and supplementing rather	1, 2, 3, 4 and 5

	<p>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>	
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>	2, 3 and 4
SENDSCO support for classteachers.	<p>New future SENDCO and excellent classroom practitioner released from class to work with class teachers and classroom support staff to ensure that SEND children's individual needs are met so that maximum progress is achieved.</p>	3
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 4
Pupil progress meetings will be held termly and there will be a key focus on identifying attainment and progress of the disadvantaged pupils.	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil Premium Guidance iPDF.pdf</p> <ul style="list-style-type: none"> • Pupil Progress meetings will include monitoring and provision of strategies and outcomes for disadvantaged pupils. • Pupil's learning gaps will be identified and those in risk of falling behind will be quickly identified so • they are supported with targeted interventions. <p>Small group tuition will be planned strategically across school through a rigorous monitoring of pupil's attainment and progress data in pupil progress meetings.</p>	1, 2, 3, 4 and 5

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

Budgeted cost: £135,802

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Small group and one to one intervention, children will be selected through gap analysis.	<p>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.</p> <p>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</p> <p>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.</p>	1, 2, 3, 4 and 5
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, 4 and 5
To implement Concept Cat in Nursery	Concept Cat is designed to improve the language skills of Nursery pupils with limited vocabulary, through scripted sessions delivered by a trained practitioner. This will also be shared with parents and carers to support home learning.	3,4,5 and 6
Specific specialist interventions for children with specific needs.	<p>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.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996</p>	1, 2, 3, 4 and 5
Speech and language interventions.	External support through speech and language interventions to target specific pupils and on-going speech and language interventions in class.	2, 3, 4 and 5
Introduce maths interventions.	Introduce interventions for maths, particularly for the children who could achieve greater depth.	1 and 2
Play Therapy and counselling.	Identification of those children who would benefit from sessions with a qualified play therapist. Use of St Martin's Counselling Service to support the emotional well-being of children who's learning is affected.	6 and 7

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

Budgeted Cost: £27,967

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Care Manager	<ul style="list-style-type: none"> Pastoral support around behaviour and SEMH can improve children’s overall wellbeing and ability to access learning once barriers have been removed. Research shows that good quality support and intervention can enable children to make progress. <p>https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/behaviourinterventions/</p>	All
<p>Social emotional approaches embedded into quality first teaching of Jigsaw.</p> <p>Additional support allocated for children identified through Forward Thinking, STICK Team, St Michael’s Counselling.</p>	<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. <p>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.</p>	All

<p>Provision and accessibility of educational visits and other well-being trips</p>	<ul style="list-style-type: none"> • Broad and balanced curriculum as emphasised by OFSTED • Positive impact on mental health • Greater preparedness for learning and engagement <p>Increased cultural capital with transferable knowledge and skills</p>	<p>All</p>
<p>Continue to work with parents to identify children who are persistently absent and late into school.</p>	<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>	<p>All</p>
<p>Social activities to engage with parents and build strong relationships between home and school</p>	<p>Research suggests that supporting parents and getting them to engage with the school through supporting their own well-being and knowledge and understanding of their child's learning has an impact on the child and can close the attainment gap by 4 months compared to those who do not engage.</p>	<p>6</p>

Total budgeted cost: £180,181

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 2023 to 2024 academic year.

Expenditure 2023/24

Teaching - £16,413

Targeted Academic Support and Staff - £135,802

Wider Strategies - £27,967

Total - £180,181

EYFS Data 23/24

	<i>Pupil Premium</i>	<i>Non Pupil Premium</i>
<i>Good Level of Development</i>	55.6%	81%
<i>Average no. ELGs at expected</i>	11.2	14.7

Phonics Year 1 23/24

	<i>Pupil Premium</i>	<i>Non Pupil Premium</i>
<i>Phonics</i>	85.7%	86.7%
<i>Average Point Score</i>	35.1	37.2

Key Stage 2 23/24

	<i>Pupil Premium</i>	<i>Non Pupil Premium</i>
<i>Reading (EXS+)</i>	92.9%	93.8%
<i>Writing (EXS+)</i>	85.7%	68.8%
<i>Maths (EXS+)</i>	100%	75%
<i>Combined (EXS+)</i>	85.7%	68.8%

	<i>Pupil Premium</i>	<i>Non Pupil Premium</i>
<i>Reading (GDS)</i>	50%	31.3%
<i>Writing (GDS)</i>	14.3%	12.5%
<i>Maths (GDS)</i>	21.4%	18.8%
<i>Combined (GDS)</i>	7.1%	6.3%

Evaluation of 2023/24 intended outcomes:

1. The percentage of children of children achieving a higher standard in reading writing and maths is higher than the percentage in 2022/23.

The percentage of children achieving greater depth in reading has improved and is above national. Maths and writing will continue to be a focus for 2024/25.

2. The progress of the SEND children at the end of KS2 is in line or more than SEND children nationally and locally.

Key Stage 2 23/24

	<i>St Thomas SEND (1 pupil)</i>	<i>LA SEND</i>	<i>National SEND</i>
<i>Reading (EXS+)</i>	100%	40.7%	41%
<i>Writing (EXS+)</i>	0%	33%	30%
<i>Maths (EXS+)</i>	100%	40.9%	44%
<i>Combined (EXS+)</i>	0%	22.6%	22%

3. The gap between EAL children and others is reduced.

EYFS Data 23/24

	<i>Pupil Premium</i>	<i>Non Pupil Premium</i>
<i>Good Level of Development (EAL)</i>	50%	50%
<i>Good Level of Development (Non EAL)</i>	50%	71.4%

Phonics Year 1 23/24

	<i>Pupil Premium</i>	<i>Non Pupil Premium</i>
<i>Phonics (EAL)</i>	75%	100%
<i>Phonics (Non EAL)</i>	100%	100%

Key Stage 2 23/24

	<i>Pupil Premium</i>	<i>Non Pupil Premium</i>
<i>Reading (EAL)</i>	100%	90%
<i>Reading (Non EAL)</i>	100%	100%

	<i>Pupil Premium</i>	<i>Non Pupil Premium</i>
<i>Writing (EAL)</i>	100%	60%
<i>Writing (Non EAL)</i>	80%	83.3%

	<i>Pupil Premium</i>	<i>Non Pupil Premium</i>
<i>Maths (EAL)</i>	100%	70%
<i>Maths (Non EAL)</i>	100%	83.3%

	<i>Pupil Premium</i>	<i>Non Pupil Premium</i>
<i>RWM Combined (EAL)</i>	100%	60%
<i>RWM Combined (Non EAL)</i>	80%	83.3%

4. The gap between those children in Reception that are eligible for pupil premium and others to be less than the 22/23 in every area.

	<i>Gap between PP and Non PP in 22/23</i>	<i>Gap between PP and Non PP in 23/24 (9 PP pupils)</i>
<i>Listening, Attention and Understanding</i>	-16.6%	-30.1%
<i>Speaking</i>	-16.6%	-30.1%
<i>Self Regulation</i>	-22.2%	+4.8%
<i>Managing Self</i>	-22.2%	-6.3%
<i>Building Relationships</i>	-22.2%	+4.8%
<i>Gross Motor Skills</i>	-13.9%	-1.6%
<i>Fine Motor Skills</i>	-22.2%	-23.8%
<i>Comprehension</i>	-19.5%	-25.4%
<i>Word Reading</i>	-19.5%	-30.1%
<i>Writing</i>	-19.5%	-30.1%
<i>Number</i>	-11.1%	-25.4%
<i>Numerical Patterns</i>	-11.1%	-25.4%
<i>Past and Present</i>	-19.5%	-30.1%
<i>People, Culture and Communities</i>	-19.5%	-30.1%
<i>The Natural World</i>	-19.5%	-30.1%
<i>Creating with Materials</i>	-13.9%	-20.3%

<i>Being Imaginative and Expressive</i>	-13.9%	-25.4%
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5. Parental attendance at workshops/meetings and working with outside agencies etc. shows improvement term on term and impacting positively on children’s health and well-being.

This will continue to be a focus for the 2024/25 academic year.

6. The attendance of our pupil premium children is at least in line, if not higher than our non-pupil premium children and with pupil premium children nationally.

The absence rate of our pupil premium children is well below the national average (St Thomas – 6.3%/National – 11.1%). However, reducing the absence rate of our pupil premium children compared to non-pupil premium will remain a focus for the school.

7. Children make accelerated progress due to a particular intervention.

Inventions have been research based, evidence led and focused on need. Many children have made accelerated progress, particularly in reading and phonics.

Expected outcome - Early years children to be ‘Year 1’ ready so that the percentage of disadvantaged and/or EAL children achieving a good level of development is higher than last year.

There is still a gap between disadvantaged and others in every area, however the gap is considerably less than the national gap in most areas.

Expected Outcome - Improved reading outcomes for disadvantaged children so that the gap between disadvantaged and non-disadvantaged in reading is reduced by at least 10% in Years 4, 5 and 6.

Year 6 – There was no gap between pupil premium children and others at the expected standard or at greater depth.

Year 5 – The percentage of pupil premium children who achieved the expected standard was greater than others. There is still a gap of 5% at greater depth.

Year 4 – There has been no reduction in the gap between pupil premium and others at the expected standard which remains at 7%. There is no gap at greater depth.

Externally provided programmes

Programme	Provider
NELI	Nuffield Foundation Education Ltd
Little Wandle	Harper Collins
Walkthrus	John Catt Educational Ltd
No Nonsense Spelling	Babcock LDP Primary English Team
Jigsaw	Jigsaw
Counselling	St Martin’s

