

St Thomas' C of E Academy Pupil Premium strategy 2020-2023

1. Summary information					
School	St Thomas' C of E Academy				
Academic Year	2020	Total PP budget	£69,371	Date of most recent PP Review	1/11/20
Total number of pupils	210	Number of pupils eligible for PP	50	Date for next internal review of this strategy	20/2/21

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths 2019 KS 2	3	
% achieving in reading 2019 KS 2	33%	71%
% achieving in writing 2019 KS 2	33%	71%
% achieving maths 2019 KS 2	33%	71%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Some PP children lack access to quality reading materials at home making it difficult for them to rehearse reading skills and become fluent readers with a love of a range of reading materials.
B.	PP children have a lack of opportunities to experience the world around them and engage in cultural capital providing them with enhanced life skills and experiences.
C.	Some PP children across the school lack confidence and self-belief which impacts on their well-being and learning as they progress through the education system.
D.	Oral skills and communication of PP children and across school limits the progress they are able to make across the curriculum.



External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	The attendance of disadvantaged children is lower across school than that of other children by 2.5% as children from disadvantaged homes are not always accomplishing sustained attendance patterns.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Promote and foster a love of reading across school and in the home environment.	PP children to develop their love of reading and give them opportunities to develop their self-esteem and increase confidence in their reading skills.
B.	To promote a wide range of life and learning opportunities both in and outside the classroom.	PP children access the opportunities available to them to allow pupils to relate to curriculum and increase self-esteem. Raising aspirations and giving all children the same start point and experiences
C.	Improve confidence and self-esteem of PP children promoting active and positive learning behaviours and attitudes.	PP children are self-assured learners, demonstrating the St Thomas's Christian Values, and engaging fully in all aspects of school life.
D.	Improved oracy skills for pupils eligible for PP and across the school	Pupils eligible for PP in class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
E.	The gap between the attendance of disadvantaged children and other children to be narrowed and the improvements sustained.	Improvements in the attendance patterns of pupil premium children are sustained .Therefore narrowing the gap between disadvantaged children and their peers.



5. Planned expenditure

Academic year

2020/21

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Impact	How will you ensure it is implemented well?	Staff lead and Cost	When will you review implementation?
A – Children will foster a love of reading for enjoyment and become fluent readers enjoying a range of literature.	<p>Promote author of the term in each class.</p> <p>Through high quality CPD Staff to develop reading areas that promote a love of reading by linking to the authors of the term.</p> <p>Through high quality CPD Staff to be provided with the skills to plan for high quality reading opportunities across the curriculum, e.g comprehension lessons and cross curricular reading opportunities.</p>	<p>Children will develop an enthusiasm towards a range of authors in school and at home and have access to a wide range of challenging texts.</p> <p>The children will develop an enthusiasm for the reading area to promote a love of reading and positive reading attitudes.</p> <p>A development in the breadth of vocabulary children will be using.</p>	<p>Monitoring of the author of the term through learning walks, discussions with staff and pupil voice.</p> <p>Learning environment walks to monitor the impact and use of the reading areas.</p> <p>Planning trawls of English and Foundation subjects.</p>	<p>EB/JH</p> <p>£5000 CPD £3000 – resources</p>	January 2021



<p>C – Improved self-confidence and self-esteem of all PP children</p> <p>D – For children to become fluent, articulate and confident speakers</p>	<p>Teachers / Teaching assistant to provide 1:1 / small group intervention time across a week to target strengths and areas for development and provide targeted teaching where necessary to support rapid progress .Where necessary pupils with additional needs are supported by the school based vulnerable pupils team.</p> <p>Staff to receive training on language first for EYFS.</p> <p>Baseline and termly use of Wellcomm, Troll and Hanen assessment tools to track progress and to identify target children</p> <p>Begin to develop an oracy approach across school.</p>	<p>PP children are confident learners and engage in all aspects of school life and as a result make rapid and sustained rates of progress. Gap between attainment of PP/ None-PP children narrows.</p> <p>All staff in EYFS and KSI understand the Language First Project. Children will develop a wider vocabulary to support their learning and their social interactions</p> <p>High quality speech and language interventions are identified early to enable children to make accelerated progress</p> <p>Staff confidence with the oracy framework. Staff will have the knowledge of how to use talk effectively.</p>	<p>1:1 discussions with pupils half termly</p> <p>Learning walks and book trawls to see how language is impacting on children’s communication skills</p> <p>Planning for vocabulary will be reflected in both indoor and outdoor provision and learning opportunities for all pupils</p> <p>Provision map to identify any needs for C&L interventions.</p> <p>Learning walks throughout school demonstrate increased opportunities for all children to be engaged in purposeful talk</p>	<p>£4,000 SFW salary</p> <p>£5,000 to release best teachers to support most vulnerable children with reading £21,371 TA salary</p> <p>£2000 CPD</p>	
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Total budgeted cost					£40,371

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead And cost.	When will you review implementation?
D –Improved communication and oral skills beginning in EYFS.	<p>High quality CPD to support EYFS to intentionally plan for language to be used and embedded into the curriculum.</p> <p>High quality CPD to provide staff with the skills to enable Intentional planning to incorporate language in the learning environment. This will lead to enhanced learning opportunities for all children.</p>	<p>Planning matches learning to relative starting points of children.</p> <p>Learning environments promote high quality language developments.</p>	<p>Planning trawls and learning walks. Ensure that any barriers to effective communication are referred to speech and language and SALT are able to actively support children and their families.</p> <p>Learning environment trawls.</p>	<p>EB/WK</p> <p>£7000 CPD</p> <p>£7000 Leadership time AHT to provide language rich environment/</p>	January 2021



	High quality CPD to enable all staff to develop talk opportunities and the quality of talk throughout KS1 and KS2 including the use of rubrics and feedback sentences	Ensure that spoken language becomes an integral part of the daily lesson programme within school and all children can take an active role in the development of oracy skills.	Learning walks and pupil voice to monitor the improvement and quality of talk.	monitor impact	
C –Enable enhanced opportunities for more able pupils to support accelerated progress and raise self-esteem and self-confidence.	Through high quality CPD develop intervention planning to address PP needs with teacher and teaching assistants in each phase of the school.	TAs/Teachers effectively support PP children 1-1/ groups and as a result children make rapid and sustained rates of progress overtime.	Book trawls and learning walks	Staff CPD- £7000	
Total budgeted cost					£21,000



iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A – Develop a home-library service to promote a love of reading</p> <p>Use class reading buddies to impact positively on reading across school</p>	<p>Wednesfield Rotary Club are supporting school and donating books for a home-school library. School to fund additional resources for PP children to loan specifically related to individual needs</p> <p>Children will have a buddy who will support them in improving their reading attainment.</p>	<p>Improved attitudes to reading for pleasure and increased amount of reading outside of school</p> <p>Increased confidence and enjoyment of reading</p> <p>Increased sense of belonging in the school community</p> <p>Building a sense of community, cooperative learning and promotes reading.</p>	<p>Monitor development and use of Library service</p> <p>Monitoring outcomes, attainment and progress in reading.</p>	<p>£2000 resources</p>	<p>January 2021</p>
<p>B: To ensure that every child has the opportunity to take part in enrichment and extracurricular activities to broaden their life experiences</p>	<p>Ensure all PP children access all visits and increase their real life experiences which support their learning.</p> <p>Develop the opportunities for PP children to participate in range of extracurricular clubs to develop their confidence as a learner</p>	<p>Real life experiences allow pupils to relate to the curriculum.</p> <p>Confidence, sense of team spirit and values and self-esteem are raised enabling further engagement and strive for future possible aspirations.</p>	<p>Half termly pupil discussions with PP children</p> <p>Increased attendance, engagement and attainment.</p>	<p>£3000-opportunity fund</p>	



E The gap between the attendance of disadvantaged children and other children to be narrowed and the improvements sustained.				£3000 – attendance monitoring/ initiatives to promote PP attendance	
Total budgeted cost				£8,000	

Total Grant: £69,371

Total Expenditure : £69,371

