



## Pupil premium strategy statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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' C of E Academy
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	33% (70 children)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021 - 2023
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Karen Jones/Hayley Guest
Pupil premium lead	Karen Jones
Governor / Trustee lead	Martin Morris



## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,338
Recovery premium funding allocation this academic year	£9,063
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£86,401



## Part A: Pupil premium strategy plan

### Statement of intent

At St. Thomas' we are committed to ensuring that all of our pupils achieve their full potential and receive the very best education. Our percentage of children identified as 'disadvantaged' has increased over recent years and we ensure that we know all of our children well and that they receive an appropriate level of support and intervention, both academically and emotionally, to enable them to succeed. We are committed to meeting the needs of all of our pupils and our pupil premium strategy is planned to enable our disadvantaged pupils to make accelerated progress and to achieve in line with their peers. We aim for all of our children to love school, to be committed to achieving their full potential and to be empowered with both cultural and social capital to achieve well during their time at St. Thomas' and beyond.

### Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment of children following two interrupted academic years due to COVID
2	Emotional well-being is a concern for many children at the start of this academic year; some children may display behaviour needs within school
3	Low communication, language and literacy skills on entry to our school
4	25% of our disadvantaged pupils are also SEND and therefore have complex needs that need to be met
5	Attendance and punctuality can be an issue



## 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
Children will make accelerated progress in reading, writing and maths to achieve well	Data for disadvantaged pupils in all year groups will reflect attainment and progress in line with their peers High percentages of PP will achieve the expected standard or higher by the end of KS1 and KS2 Above national progress scores in reading, writing and maths at the end of KS2
Children identified as Pupil Premium and also with SEND will make accelerated progress	Increased confidence of identified children Progress of identified children
Children in Reception will achieve a Good Level of Development	High percentages of PP children will achieve GLD
Children with SEMH needs will make notable improvements	Children will make progress towards their identified targets A reduced number of behaviour incidents
High attendance percentages	Attendance of pupil premium children will be above 96%



## 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: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Involvement with School's Partnership Programme (over the next three years) (£3,000)	<b>Schools' Partnership Programme:</b> SPP was developed to support continuous school and system improvement and develop great leaders with the aim of giving children and young people the very best start in life. <i>Our identified focus for this peer review approach is to support us to develop the best practice to support our pupils who are in most need. We aim to review our interventions and support across school as part of this programme and develop in class strategies to meet the needs of all learners. There will also be a focus on the development of leaders in securing high levels of attainment and progress across their phase.</i>	1, 4
Increased leadership release for our school SENCo (from ½ a day to 1 ½ days) (£7,000)	<b>SEND code of practice:</b> Schools should ensure that the SENCo has sufficient time and resources to carry out their role. <i>25% of our disadvantaged children also have significant SEND. The additional day of release for our SENCo each week will ensure that the intervention and support that is in place is robust and will also provide capacity for our SENCo to play an active role within their intervention plans.</i>	4

<p>KS2 unqualified teacher to lead targeted group and 1:1 work throughout KS2 (£30,000)</p>	<p><b>EEF Teaching and Learning Toolkit (Small group tuition):</b> Evidence shows that small, group tuition is effective. This arrangement enables the teacher to focus exclusively on a smaller number of learners. <i>The role of an additional teacher across KS2 will enable identified children to receive teaching within a smaller group or a targeted intervention for both English and maths. Mornings will focus on supporting the progress of children in Years 3 and 4 (classes that have our highest percentage of disadvantaged children) and afternoons will support children across all of KS2.</i></p>	1
<p>Teacher returning from maternity leave to be deployed to specifically target children who are PP and have identified SEND (£20,000)</p>	<p><b>EEF Teaching and Learning Toolkit (Reducing class size):</b> Reducing class sizes to a level where significant benefit is likely. <i>A group of complex PP and SEND children have been identified who are working significantly below their peers but at a similar attainment to each other. This group of 12 children will receive small group English and maths teaching each morning led by a qualified teacher. Their progress will be monitored closely to ensure that this small teaching group approach is having a significant impact on attainment.</i></p>	4
<p>Language First and oracy CPD for the whole school (£3,900)</p>	<p><b>EEF Teaching and Learning Toolkit (oral language intervention):</b> Approaches that focus on speaking, listening and combination of the two all show positive impacts on attainment. <i>Whole school CPD based on Language First principles in Reception and the work of Voice 21 in Years 1 – 6 will be introduced this academic year. We aim that a whole school focus on developing spoken language and vocabulary development will accelerate the attainment of all pupils. Any pupils identified as struggling with spoken language will be provided with additional support.</i></p>	1, 3

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

Budgeted cost: £12,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of our SEND hub (cost included above)	<p><b>EEF Teaching and Learning Toolkit (Reducing class size):</b> Reducing class sizes to a level where significant benefit is likely.</p> <p><i>A group of complex PP and SEND children have been identified who are working significantly below their peers but at a similar attainment to each other. This group of 12 children will receive small group English and maths teaching each morning led by a qualified teacher. Their progress will be monitored closely to ensure that this small teaching group approach is having a significant impact on attainment.</i></p>	1, 4
KS2 interventions (cost included above)	<p><b>EEF Teaching and Learning Toolkit (Small group tuition):</b> Evidence shows that small, group tuition is effective. This arrangement enables the teacher to focus exclusively on a smaller number of learners.</p> <p><i>The role of an additional teacher across KS2 will enable identified children to receive teaching within a smaller group or a targeted intervention for both English and maths.</i></p>	1
TA to implement and deliver the Nuffield Early Language Intervention (NELI) for Reception (and identified Year 1 pupils) £7,730	<p><b>NELI is a government recommended programme:</b> This is a programme proven to be effective in raising outcomes in Reception-age children's early language, communication and speech skills – particularly those who need the most support to overcome the disruption of the pandemic</p> <p><i>Reception baseline data indicates low percentages of children entering Reception with age appropriate language skills. We intend for this intervention to enable accelerated progress for</i></p>	3

	<i>the children who take part. There are also a group of lower attaining children in year 1 who may also benefit from this intervention.</i>	
Academic Mentoring scheme £5,000	<b>EEF Teaching and Learning Toolkit (One to one tuition):</b> Evidence indicates that one-to-one tuition can be effective, delivering approximately five additional months' progress on average. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.  <i>Through the employment of an Academic Mentor, we aim to provide identified children across KS2 with 1:1 tuition in English and mathematics to enable children to make accelerated progress.</i>	1, 2

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

Budgeted cost: £9,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of Family Support Worker (two mornings per week) and creation of new 'Nurture lead' role to support the needs of identified children (1 day per week) (£6,240)	<b>The EEF Teaching and Learning toolkit (Social and Emotional Learning):</b> Social and emotional interventions have an identifiable and valuable impact on attitudes to learning and relationships within school.  <i>We have a number of children where emotional needs are a barrier to their academic needs. Being able to provide identified children with a 1:1 session or a social group session will hopefully have an impact on how they engage with the rest of their school week. Children who are involved with this type of intervention will be closely monitored to ensure that the</i>	1, 2



	<i>sessions that they engage with are having a positive impact on their general well-being.</i>	
In school attendance lead role identified to closely work with families where attendance is at risk (£1,755)	<p><b>DFE School Attendance Guidance</b> states that schools are expected to promote good attendance and reduce absence and they are to act early to address patterns of absence.</p> <p>It also states that missing out on lessons leaves children vulnerable to falling behind.</p> <p><i>Allocating our Family Support Worker dedicated time to focus on attendance will ensure that attendance is tracked on an individual basis so that targeted family support can reach those families who need it most</i></p>	5
Structured lunchtime provision to support identified children – 3 lunchtimes per week (£1,755)	<p><b>The EEF Teaching and Learning toolkit (Social and Emotional Learning):</b></p> <p>Social and emotional interventions have an identifiable and valuable impact on attitudes to learning and relationships within school.</p> <p><i>We have a small group of children who struggle to make the right decisions when they have an hour of unstructured time during lunchtimes. We aim that this intervention will support with the development of social and interaction skills so that children are able to engage more successfully when outside with their peers.</i></p>	2

**Total budgeted cost: £87,480**



## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

All of the schools within Manor Multi Academy Trust completed assessments during the Summer term for each year group and external moderation took place for Year 6, Year 2 and EYFS data,

There were just six children identified as pupil premium within our Year 6 cohort and in July 2021, 83% achieved the expected standard in reading and maths and 67% achieved the expected standard in writing. The combined percentage for our pupil premium children was 67%.

As new Headteacher at St. Thomas', our school have evaluated our previous pupil premium activity based on the 2020-2023 statement. The following key actions from this strategy have been completed:

- a new approach to encouraging home reading was launched during last academic year and also a quality-text driven approach to the teaching of English
- reading areas within each classroom
- employment of an additional Level 3 teaching assistant



## 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