

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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.E. Primary School
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	22
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Rebecca Williams
Pupil premium lead	Rebecca Williams
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43005
Recovery premium funding allocation this academic year	£4405
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£47410

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At St. Thomas' C.E. Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention.

We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

The ultimate objectives for our pupils who are in receipt of pupil premium are: To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school. We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to forest schools, providing musical instrument tuition and off-site learning opportunities.

To ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

However, 32% of our pupils in receipt of pupil premium have identified special educational needs. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have accessed this using our current staff in school but also accessing the National Tutoring Programme. We have recently identified a small group of pupils who are not making the progress we would expect, despite this intervention, and so our strategy for 2021-24 focuses on the needs of this group.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

At St. Thomas' C.E. Primary School we know children must be ready to learn by ensuring their communication needs are met. This has been particularly evident for children on entry to EYFS. We are in the process of establishing a communication programme in EYFS to support our youngest children with their language and communication needs. This early intervention helps to remove these barriers sooner in the child's education. Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes supporting children with the greatest need through the use of trained staff to deliver therapeutic interventions.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.
2 Outcomes	There is a small, key group of pupils in receipt of PP not making expected progress despite interventions.
3 Pastoral	Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn
4 SEND	Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention.

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
To ensure the attendance of pupils in receipt of pupil premium is in line with those of peers.	To close the gap between whole school attendance and pupils in receipt of pupil premium funding. (Currently 3%)

<p>To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.</p>	<p>increase the attainment for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.</p>
<p>To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.</p>	<p>Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.</p>
<p>To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.</p>	<p>Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress. Attendance target 96%</p>

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: £ 5800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase three year access to 'The National College' online training for all staff	Effective professional development is endorsed by the EEF	
Work with Maths Hub to take part in 'Mastering Number Fluency programme' across Key Stage 1	See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	
All teaching staff to access training on progression in writing – vocabulary development	See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	
'Learning By Question' resource for Emerald and Sapphire Classes (years 4, 5 and 6) to staff to support effective delivery of high quality whole class shared reading sessions and	Learning by Question is endorsed by EEF research https://www.lbq.org/Evidence	

feedback to improve learning.		
Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of maths for SEND pupils (Led by SLT Purchase of Provision Map to support with production of targets and education plans	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	

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

Budgeted cost: £ 38,734

Activity	Evidence that supports this approach	
Purchase of three year licence for Lexia Core5	EEF endorse Lexia Core 5	
Establish small group maths intervention for disadvantaged pupils falling behind age-related expectations	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'	
Purchase rapid writing intervention scheme to support struggling writers in KS2.	https://www.pearsonschoolsandfecolleges.co.uk/asset-library/pdf/Primary/rapid-writing/struggling-learners-guide.pdf	

<p>Effective deployment of staff, and HLTA to support key children and year groups. HLTA- currently working in Emerald to support teaching and learning based on identified needs.</p>	<p>EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 2 3 4 7).</p> <p>Teaching Assistant timetable re-evaluated to deliver pastoral groups, Wellcom intervention in EYFS, rapid writing intervention in KS2, Precision teaching across all year groups, targeted maths support, settling child into school in the morning...</p> <p>Higher Level Teaching Assistant delivering catch up spelling to year 4 and year 5 children.</p> <p>Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	
<p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention.</p> <p>Closely monitored by HT</p> <p>Pupil progress meetings termly</p> <p>Regular monitoring of targeted interventions</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support</p> <p>'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'</p>	
<p>Engage in the National Tutoring Programme</p>	<p>Endorsed by EEF</p> <p>https://educationendowmentfoundation.org.uk/projects-and-</p>	

	evaluation/projects/national-tutoring-programme?utm_source=/projects-and-evaluation/projects/national-tutoring-programme&utm_medium=search&utm_campaign=site_search&search_term=tutoring%20progr	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6538

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CAF/ TAF process with vulnerable families- allowing them to access key services Bespoke and intensive support for the most vulnerable pupils in school including those at risk from</p> <p>Attendance monitoring and meetings when needed. Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance.</p> <p>Increased links with EWO.</p> <p>Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings Increased links with SEND team and Health Professionals</p>	<p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.</p> <p>https://primarysite-prod-sorted.s3.amazonaws.com/lytham-hall-park-primary-school/UploadedDocument/98965ed2-520d-4105-9c3c-0e570ce4c315/pp-stategy-statement-2021-2022-sept-21-002-for-website.pdf</p>	
All staff to receive training from Beyond	Evidence gathered for trauma informed schools.	

<p>Psychology in order for the school to be recognised as a trauma aware school</p>	<p>https://www.traumainformedschools.co.uk/evidence-base</p> <p>https://www.traumainformedschools.co.uk/successful-schools</p>	
<p>Introduce a relationships policy instead of a behaviour policy. To create a school that puts positive relationships at the centre of its ethos.</p>	<p>Evidence form the EEF</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Improving_Behaviour_in_Schools_Evidence_Review.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Social and Emotional Learning Evidence Review.pdf</p>	
<p>Continue to deliver therapeutic forest school intervention for targeted children to improve wellbeing and character skills.</p>	<p>Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences <ul style="list-style-type: none"> • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment 	

Total budgeted cost: £ 51072

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Rapid writing	Pearson
Learning By Questions	Learning By Questions

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.