

# Pupil Premium Statement



Date approved:	November 2024
Approved by:	Directors/CEO/CEA
Date adopted by the MAT (i.e. effective date):	October 2024
This policy is scheduled for review on:	Annually

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## Policy Statement

This policy outlines Manor Multi Academy Trust's ('we' / 'our' / 'us') expectations of our employees' ('you') in relation to providing the best curriculum and academic progress and attainment outcomes, including co-curricular activities for our pupils who are disadvantaged or in receipt of Pupil Premium funding.

We are committed to equality and value diversity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

This policy should also be applied in accordance with our Staff Code of Conduct, Dignity at Work, Safeguarding and Child Protection, Safer Recruitment, and ICT Acceptable Use policies and Procedures. Copies of all policies and procedures can be accessed via the **All MAT Staff** area on Teams.

The Equality Duty requires us to have due regard to the need to:

Eliminate unlawful discrimination, harassment, and victimisation.

Advance equality of opportunity.

Foster good relations between people who share protected characteristics, such as age, gender, race and faith, and people who do not share them.

If you consider that any of our practices, policies or procedures may be indirectly discriminatory, you should report your concerns and the basis for them to your line manager, who will take appropriate action and ensure that you receive a written response in respect of the concerns that you have raised.

This policy does not form part of your contract of employment. We reserve the right to amend or withdraw this policy at any time.

We are responsible for ensuring the effective implementation of this policy. As part of equality monitoring we will review and monitor the operation and impact of the policy on a regular basis and in accordance with the policy review date. As part of this monitoring and review this policy will be equality impact assessed.

Scope

This policy applies to employees, workers, agency workers, consultants, casual workers and volunteers, whether during working hours or otherwise.

This Policy provides information which underpins our Staff Code of Conduct, and Disciplinary Policy and Procedures. Copies of these policies and procedures can be accessed via the **All MAT Staff** area on Teams.

## Aims & Principles

The aim of this policy is to explain how our Pupil Premium Funding is spent at St Thomas' C of E Academy to provide the best curriculum and academic progress and attainment outcomes, including co-curricular activities for our pupils who are disadvantaged or in receipt of Pupil Premium funding.

## Pupil premium strategy statement

This statement details our school's use of pupil premium 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 CE Academy
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	34.47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024 - 25
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Fiona Beardsley
Pupil premium lead	Fiona Beardsley
Trustee lead	Martin Morris

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,560
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£106,560
	Total allocated £115,791

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’ 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 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 in school and nationally. We aim for all 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.

The key principles of our strategy plan reflect St Thomas’ Christian Values which are a thread found woven through the fabric of our school.

### Challenges

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

Challenge number	Detail of challenge
1	Emotional well-being is a concern for many children at the start of the academic year; some children may display behaviour needs within school. A higher number of our pupils are experiencing anxiety and need the support.
2	There is a significant overlap between those pupils who have SEND needs and those who are eligible for PP funding. This can lead to increased vulnerability.
3	Attendance and punctuality are a challenge.
4	Low communication, language and literacy skills on entry to school.
5	Some of our children who are classed as disadvantaged do not have the same access to high quality experiences outside of school and so their cultural capital is not the same as their peers.

## 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
<p>A higher number of our pupils are experiencing anxiety and need the support of our Strengthening Families Worker. Children with SEMH needs will make notable improvements.</p>	<p>Children will make progress towards their identified SEMH targets.            Children will report higher feelings of wellbeing following their intervention with Lisa Powell (Strengthening Families Worker).            Children will report higher feelings of wellbeing following their intervention with the daily board games club (giving children an alternative to the playground).            Children will report higher feelings of wellbeing following their bespoke interventions which are put in place for individual children and highly individualised.</p>
<p>Children identified as Pupil Premium with SEND will make accelerated progress. Pupils in the learning hub will make good or better progress relative to their starting points.</p>	<p>Progress against Manor Insights and, if appropriate, Birmingham’s SEND Continuums through Individual Target Plans and teaching in a bespoke learning environment to meet the needs of the pupils.</p>
<p>School attendance figures are of significant concern:            Year 2023-24 overall attendance:  <u>Statutory age</u>            All children 94.4% (PA 11.6%)            PP = 90.8% (PA 24.7%)</p>	<p>We will achieve higher attendance percentages linked to individual strategies for children put in place by the attendance lead and PP lead.            Attendance of all children eligible for pupil premium will be above 96%.</p>
<p>Introduction of the new writing journey at St Thomas’.</p>	<p>Writing data for disadvantaged pupils in all year group will reflect attainment and progress in line with their peers.            Higher percentages of pupil premium will achieve the expected standard in writing by the end of KS1 and KS2.            Higher percentages of pupil premium will pass their phonics screening in Year 1.            Quality first wave teaching of English across all year groups.</p>
<p>Resourcing to support Adaptive Blended Learning to meet the needs of those pupils who are entitled to pupil premium funding.</p>	<p>All children eligible for PP and those who are SEND will have access to adaptive blended learning and the IT hardware to support this.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocated time for school SENCo = 10 hours @ £44.40 P/A for 39 weeks = £17,316	<b>SEND code of practice:</b> Schools should ensure that the SENCo has sufficient time and resources to carry out their role. <i>26% of our pupil premium 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>	2
KS 1 and 2 teaching assistants to lead targeted group and 1:1 work throughout KS1 and 2 = £22,760	<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 5 and 6 .</i>	2 and 5
Language First and oracy CPD for the whole school provided by Voice 21 Oracy Centre. DHT Leadership focus = 60 hours P/A @ £29.23 = £1,753.80 UPS3 Leader focus = 60 hours P/A @ £26.11 = £1,566.60 Cost of package = £2,900	<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 especially within writing. Any pupils identified as struggling with spoken language will be provided with additional support.</i>	4
Leadership release for our UPS3 teacher as pupil premium champion – afternoons out of class is 3 hours @ £26.11 P/W and 39 P/A = £3,054.87	<i>Pupil premium champion to ensure that pupil premium remain a priority. Continually assess the impact of strategies for example, Oracy Research project and children’s attainment and progress.</i> <i>Time will also be spent having pupil progress meetings with teachers with a strong focus on the attainment and progress of pupil premium children</i>	1, 2, 3, 4, 5

	<i>within each class. Next steps are created within these meetings to ensure progress continues throughout the following term.</i>	
EYFS specialist TA <b>(£15,000)</b>	<p><b>EEF Making Best Use of Teaching Assistants</b> states that quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes.</p> <p><i>Having a TA in EYFS who is trained in Wellcomm will enable the TA to have good quality conversations with the children and move the learning on.</i></p> <p><b>Wellcomm is a government / NHS recommended programme:</b></p> <p>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 the children who take part and this will be monitored and evaluated by the pupil premium champion. There are also a group of lower attaining children in year 1 and year 2 who may also benefit from this intervention.</i></p>	4
Resourcing to support Adaptive Blended Learning to meet the needs of those pupils who are entitled to pupil premium funding. Cost of hardware = £5,400	See School Policy Document on Adaptive Blended Learning.	1,2,3,4,5
Release for school leader to support and mentor ECTs - 3 hours per week Support and CPD accessed through Ambition. <b>(£3,900)</b>	<p><i>ECT mentor to offer support and guidance to ensure quality first wave teaching.</i></p> <p><i>Coaching sessions to share and model quality first wave teaching.</i></p> <p><i>Lesson reflections completed and new targets set.</i></p>	2 and 5

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND hub. (57% or 4 of children in the Hub are eligible for PP). LA Funding = £66,350	<p><b>EEF Teaching and Learning Toolkit (Reducing class size):</b></p> <p>Reducing class sizes to a level where significant benefit is likely.</p> <p><i>A specialist provision has been set up to support a group of complex PP and SEND children who have been identified as working significantly below their peers but at a similar attainment to each other.</i></p>	1, 2, 5



<p>School Funding = 2 x L3 @ and 2 x L2s = £17,295.72, £22,136.28, £22,760.16, £21,493.32) total of £83,684</p> <p>SENDCo allocated time = 4 hours (£44.40 an hour) P/W @ 39 weeks P/A = £6,926.40</p> <p>UPS3 Inclusion Leader = 4 hours (£26.11 an hour) P/W @ 39 weeks P/A = £4,073.16</p> <p>Resourcing = £2,000 P/A</p> <p>Difference between LA funding and school top up is £96,683 subtract £66,350 = £30,333</p> <p>TOTAL = £17,289.81</p> <p>Support and training offered by EP and Outreach.</p>		
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of Family Support Worker Lisa Powell's salary = £6365.16	<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 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 sessions that they engage with are having a positive impact on their general well-being. A significant proportion of children who are accessing these sessions are pupil premium.</i></p>	1
DHT Leadership focus = 6 hrs p/w @ £29.23 = £6,839.82	<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. It also states that missing out on lessons leaves children vulnerable to falling behind.</p> <p><i>Allocating our ADH 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 as 20% pupil premium are persistent absentees.</i></p>	3

<p>Trained Mental Health First Aid Leader to lead on SEMH across both the staff team and the children DHT Leadership focus = 3 hrs p/w @ £29.23 = £3,420.42</p>	<p><b>Hm Government Promoting children and young people’s mental health and wellbeing</b> states that good mental health is important for helping children and young people to develop and thrive. <i>A designated person that champions efforts to promote mental health and wellbeing ensuring changes are accepted and embedded across the school. Implementing a whole school approach, which is aimed at incorporating and promoting the 8 core principles of mental health for pupil premium children, will benefit mental health and wellbeing and, more broadly, improved attainment, attendance, reductions in behavioural problems, as well as happier, more confident and resilient children and young people.</i></p>	<p>1</p>
<p>Nurture groups at lunchtime led by our staff – 5 sessions per week <b>(£3,800)</b></p>	<p><b>HM Government Promoting children and young people’s mental health and wellbeing</b> states that delays in identifying and meeting emotional wellbeing and mental health needs can have far reaching effects on all aspects of children and young people’s lives, including their chances of reaching their potential and leading happy and healthy lives as adults. <i>Nurture groups to be available for children during lunchtimes. One adult will lead a drop-in session daily where children can pop in if there is something they wish to discuss or if they are having difficulties. Another adult will lead a nurture group with pupil premium children who have been identified by class teachers based upon their attitude and behaviours in and around school.</i></p>	<p>1</p>
<p>Structure lunchtime provision, provided by our staff, to support identified children – 5 lunchtimes per week <b>(£4,429)</b></p>	<p><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 small group of pupil premium 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>	<p>1</p>

### Total budgeted cost: £115,791

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 2023-24 academic year.

6 children were identified as pupil premium within our Year 6 cohort with 2 of those children identified with significant SEND. In July SATs 2023, 50% of our pupil premium children achieved the expected standard in reading and writing and 50% achieved the expected standard in maths. The combined percentage for our pupil premium children was 50%.

Our school have evaluated our previous pupil premium activity based on the 2023-24 statement. The following key actions from this strategy have been completed:

Employment of SEND specialist to teach in the learning hub.

Renovation of room to provide specialist provision for children who are identified as pupil premium and SEND. TAs have been allocated to support classes where the number of pupil premium children is highest.

### Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

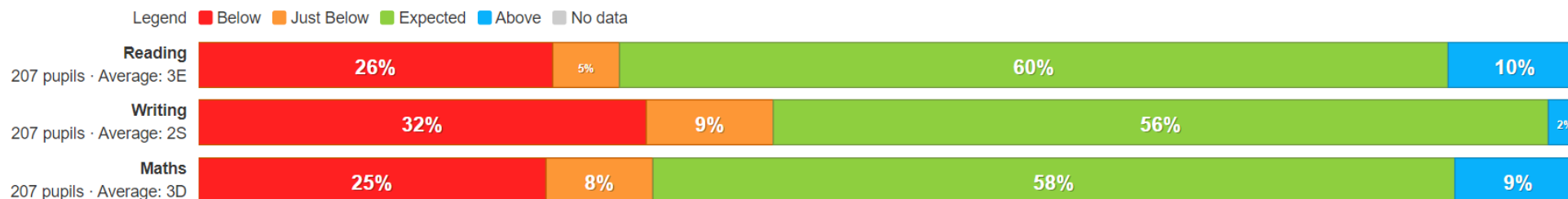
Measure	Details
How did you spend your service pupil premium allocation last academic year?	Dad was deployed in the Falkland Islands for four months and this had an impact on the two boy's emotional wellbeing as they missed their dad. The boys were able to have sessions with Lisa Powell, the school's Strengthening Families Worker to explore their feelings and gain support.
What was the impact of that spending on service pupil premium eligible pupils?	The children's emotional wellbeing improved and they felt school was a safe place during a time when they were missing one of their parents. They were secure in the knowledge that there was a nominated safe adult in school they could talk to. Lisa Powell liaised with home and was able to reassure the family the boys were coping well in school.

### Further information

(1) Analysis of data outcomes (whole school data comparing disadvantaged with non-disadvantaged and disadvantaged / SEND with non-disadvantaged).

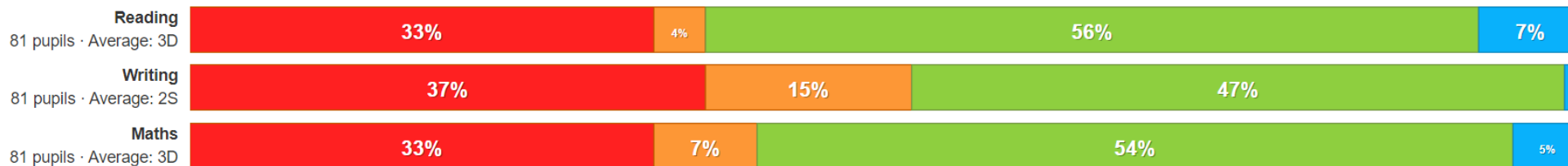
Attainment Overview for Pupils (from 2023-2024) in class 11, 22, 33, 44, 55, 66 or RR - 2023-2024 Summer 2 - Main Assessment

Print



**Attainment Overview for Pupils (from 2023-2024) in class 11, 22, 33, 44, 55, 66 or RR, who are disadvantaged - 2023-2024 Summer 2 - Main Assessment**

Print

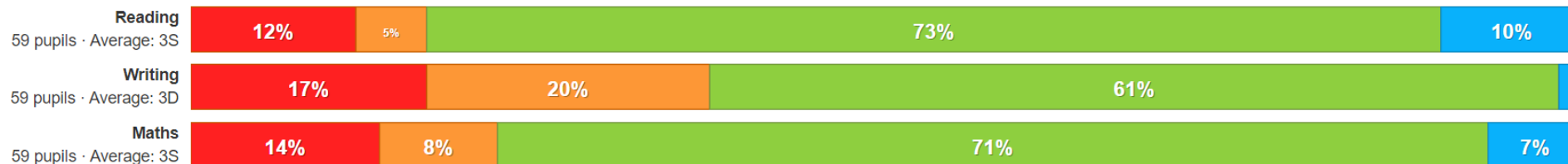
 Legend ■ Below ■ Just Below ■ Expected ■ Above ■ No data

**Attainment Overview for Pupils (from 2023-2024) in class 11, 22, 33, 44, 55, 66 or RR, who aren't disadvantaged - 2023-2024 Summer 2 - Main Assessment**

Print

 Legend ■ Below ■ Just Below ■ Expected ■ Above ■ No data

**Attainment Overview for Pupils (from 2023-2024) in class 11, 22, 33, 44, 55, 66 or RR, who are disadvantaged, with No SEN - 2023-2024 Summer 2 - Main Assessment**

Print

 Legend ■ Below ■ Just Below ■ Expected ■ Above ■ No data


Legend ■ Below ■ Just Below ■ Expected ■ Above ■ No data

<b>Reading</b> 2 pupils · Average: 3S	100%
<b>Writing</b> 2 pupils · Average: 3S	100%
<b>Maths</b> 2 pupils · Average: 3S	100%

Whole school percentages		Non-disadvantaged percentages		Disadvantaged percentages		Disadvantaged percentages without SEND		Disadvantaged and service children	
Reading	70%	Reading	74%	Reading	63%	Reading	83%	Reading	100%
Writing	58%	Writing	65%	Writing	48%	Writing	63%	Writing	100%
Maths	67%	Maths	72%	Maths	59%	Maths	78%	Maths	100%

### St Thomas CE Academy 2023/24

		Summer outcomes 2023/24- Disadvantaged combinations					
		Attainment % at or above expected standard			Progress % making expected progress		
		Reading	Writing	Maths	Reading	Writing	Maths
Whole School	All Pupils	70%	58%	67%	88%	77%	72%
	Non-disadvantaged %	74%	65%	72%	91%	81%	85%
	Disadvantaged %	63%	48%	59%	84%	70%	78%
	Disadvantaged without SEND %	83%	63%	78%	94%	81%	89%
	Disadvantaged and service children %	100%	100%	100%	100%	100%	100%

Summer outcomes 2023/24- Disadvantaged combinations

		Attainment % at or above expected standard			Progress % making expected progress		
		Reading	Writing	Maths	Reading	Writing	Maths
Year 6	All Pupils	67%	73%	67%	90%	86%	83%
	Non-disadvantaged %	69%	75%	63%	87%	100%	73%
	Disadvantaged %	64%	71%	71%	93%	71%	93%
	Disadvantaged without SEND %	89%	100%	100%	100%	100%	100%
	Disadvantaged and service children %	N/A	N/A	N/A	N/A	N/A	N/A

Summer outcomes 2023/24- Disadvantaged combinations							
		Attainment % at or above expected standard			Progress % making expected progress		
		Reading	Writing	Maths	Reading	Writing	Maths
Year 5	All Pupils	57%	53%	60%	62%	62%	71%
	Non-disadvantaged %	59%	53%	65%	69%	62%	85%
	Disadvantaged %	54%	54%	54%	55%	64%	55%
	Disadvantaged without SEND %	88%	88%	88%	86%	100%	86%
	Disadvantaged and service children %	N/A	N/A	N/A	N/A	N/A	N/A

Summer outcomes 2023/24- Disadvantaged combinations							
		Attainment % at or above expected standard			Progress % making expected progress		
		Reading	Writing	Maths	Reading	Writing	Maths
Year 4	All Pupils	63%	50%	63%	85%	67%	81%
	Non-disadvantaged %	69%	50%	69%	93%	67%	87%
	Disadvantaged %	57%	50%	57%	75%	67%	75%
	Disadvantaged without SEND %	73%	64%	73%	80%	80%	80%
	Disadvantaged and service children %	N/A	N/A	N/A	N/A	N/A	N/A

		Summer outcomes 2023/24- Disadvantaged combinations					
		Attainment % at or above expected standard			Progress % making expected progress		
		Reading	Writing	Maths	Reading	Writing	Maths
Year 3	All Pupils	76%	52%	76%	96%	96%	93%
	Non-disadvantaged %	84%	68%	89%	94%	94%	94%
	Disadvantaged %	60%	20%	50%	100%	100%	90%
	Disadvantaged without SEND %	86%	29%	71%	100%	100%	100%
	Disadvantaged and service children %	100%	100%	100%	100%	100%	100%

		Summer outcomes 2023/24- Disadvantaged combinations					
		Attainment % at or above expected standard			Progress % making expected progress		
		Reading	Writing	Maths	Reading	Writing	Maths
Year 2	All Pupils	73%	50%	60%	90%	63%	73%
	Non-disadvantaged %	68%	53%	63%	89%	68%	79%
	Disadvantaged %	82%	45%	65%	91%	55%	64%
	Disadvantaged without SEND %	90%	50%	60%	100%	60%	70%
	Disadvantaged and service children %	N/A	N/A	N/A	N/A	N/A	N/A

		Summer outcomes 2023/24- Disadvantaged combinations					
		Attainment % at or above expected standard			Progress % making expected progress		
		Reading	Writing	Maths	Reading	Writing	Maths
Year 1	All Pupils	79%	57%	71%	96%	67%	81%
	Non-disadvantaged %	74%	65%	65%	95%	77%	77%
	Disadvantaged %	100%	20%	100%	100%	20%	100%
	Disadvantaged without SEND %	100%	20%	100%	100%	20%	100%
	Disadvantaged and service children %	N/A	N/A	N/A	N/A	N/A	N/A

		Summer outcomes 2023/24- Disadvantaged combinations					
		Attainment % at or above expected standard			Progress % making expected progress		
		Reading	Writing	Maths	Reading	Writing	Maths
Reception	All Pupils	73%	73%	73%	92%	96%	92%
	Non-disadvantaged %	94%	94%	94%	100%	100%	100%
	Disadvantaged %	50%	50%	50%	82%	91%	82%
	Disadvantaged without SEND %	67%	67%	67%	100%	100%	100%
	Disadvantaged and service children %	100%	100%	100%	100%	100%	100%

All data is extracted from Insight, and is based on MMAF Main Assessment data

