

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	196
Proportion (%) of pupil premium eligible pupils	33.67% National 22.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Fiona Beardsley
Pupil premium lead	Cheryl Short
Governor / Trustee lead	Martin Morris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,640
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£88,640

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 in school and nationally. 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. 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.
2	26% of our disadvantage children are also SEND (10% with EHCPs) and therefore have complex needs that need to be met.
3	Attendance and punctuality can be an issue. 20% at <90% Attendance (National 12.1%) 13% at <95% Attendance Cumulatively 33% at <95% attendance
4	Low communication, language and literacy skills on entry to school.
5	Low writing attainment across the school.

6	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.
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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 with SEMH needs will make notable improvements.	Children will make progress towards their identified targets. A reduced number of behaviour incidents. Zones of regulation enable pupils to manage their own emotions.
Children identified as Pupil Premium with SEND will make accelerated progress.	Progress against TAFs and, if appropriate, Birmingham's SEND continuum. Increased confidence of identified children.
High attendance percentages.	Attendance of all pupil premium children will be above 96%.
Children in Reception will achieve a Good Level of Development.	High percentages of PP who achieve GLD.
Children will make accelerated progress in writing.	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.
Children who are disadvantaged will access high quality experiences outside of the national curriculum.	Children will be able to discuss experiences similar to those of their peers.

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Involvement with Schools' Partnership Programme 2021-2023. (£3,000)</p>	<p>Schools' Partnership Programme: 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 most vulnerable due to being both SEND and Pupil Premium. 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.</i></p>	2, 4 and 5
<p>Increased leadership release for our school SENCo – 1 ½ days out of class. (£7,000)</p>	<p>SEND code of practice: 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></p>	2
<p>KS2 unqualified teacher to lead targeted group and 1:1 work throughout KS2 am. (£15,000)</p>	<p>EEF Teaching and Learning Toolkit (Small group tuition): Evidence shows that small, group tuition is effective. This arrangement enables the teacher to focus exclusively on a smaller number of learners.</p>	2 and 5

	<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>	
Language First and oracy CPD for the whole school. (£3,900)	EEF Teaching and Learning Toolkit (oral language intervention): 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
Oracy Research project – release for 1 afternoon for assistant head. (£2,900)	EEF Teaching and Learning Toolkit (oral language intervention): Approaches that focus on speaking, listening and combination of the two all show positive impacts on attainment. <i>School leader will carry out a research project with 2 other leaders from across the MAT implementing oracy sessions across the schools involved and monitoring the impact of this on children’s progress and attainment especially within writing.</i>	4 and 5
Increased leadership release for our assistant head as pupil premium champion – 2 afternoons out of class. (£5,700)	<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>	1, 2, 3, 4, 5 and 6
Recruitment of EYFS specialist TA (£15,000)	EEF Making Best Use of Teaching Assistants states that quality of TAs’ talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. <i>Having a TA in EYFS who has experience with the age group and NELI qualifications will enable the TA to have good quality conversations with the children and move the learning on.</i>	4

Use of IRIS to support Quality First Wave Teaching (£600)	EEF 1. High-Quality Teaching states great teaching is the most important lever schools have to improve pupil attainment. <i>Iris will be used by all teaching staff to focus on developing their own practice. One camera to monitor the teacher. One camera to monitor a group of pupil premium children.</i>	5
Release for school leader to support and mentor ECTs - 3 hours per week (£3,900)	<i>ECT mentor to offer support and guidance to ensure quality first wave teaching.</i>	2 and 5
No More Marking to assess writing ensuring judgements are accurate (£595)	<i>Provides whole-school and nationally benchmarked data for writing.</i>	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
Creation of our SEND hub. Resources £4,000 Staffing £29,000	EEF Teaching and Learning Toolkit (Reducing class size): 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>	1, 2
TA to implement and deliver the Nuffield Early Language Intervention (NELI) for Reception (and identified Year 1 pupils) (£7,730)	NELI is a government recommended programme: 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	4

	<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 who may also benefit from this intervention.</i></p>	
Strategic deployment of TAs to ensure priority pupils are supported	<p>EEF Making Best Use of Teaching Assistants states that TAs help ease workload and stress, reduce classroom disruption and allow teachers more time to teach.</p> <p><i>Having TAs support in class where the highest number of pupil premium are will allow the teacher to target individual groups including those identified as pupil premium.</i></p>	2, 4 and 5
1:1 deployment of TA for PP child – 5 afternoons per week (£4,811)	<p>EEF Making Best Use of Teaching Assistants states that TAs help ease workload and stress, reduce classroom disruption and allow teachers more time to teach.</p> <p><i>Having a TA within the classroom to a child who has SEMH needs will allow the teacher to target individual groups including those identified as pupil premium.</i></p>	1, 2

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 (9 hours per term) (£945)	<p>The EEF Teaching and Learning toolkit (Social and Emotional Learning): 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</i></p>	1

	<i>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>	
In school attendance lead role to closely work with families where attendance is at risk (£1,755)	DFE School Attendance Guidance 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. <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 as 20% pupil premium are persistent absentees.</i>	3
Trained Mental Health First Aid Leader to lead on SEMH across both the staff team and the children (£500)	Hm Government Promoting children and young people’s mental health and wellbeing 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>	1
Nurture groups at lunchtime – 7 sessions per week (£3,800)	Hm Government Promoting children and young people’s mental health and wellbeing 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>	1
Structure lunchtime provision to support identified children –	The EEF Teaching and Learning toolkit (Social and Emotional Learning): Social and emotional interventions have an identifiable and valuable impact on attitudes to learning and relationships within school.	1

<p>5 lunchtimes per week (£4,429)</p>	<p><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>Free access to music sessions</p>	<p>EEF Life Skills and Enrichment believe that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p><i>Pupil premium children are less likely to take part in any extra curricular activities outside of school e.g. dance, swimming and football. Therefore, extra curricular activities are provided for pupil premium children during the school day.</i></p>	<p>6</p>

Total budgeted cost: £114,565

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.

10 children were identified as pupil premium within our Year 6 cohort with 2 of those children identified with SEND. In July SATs 2022, 70% of our pupil premium children achieved the expected standard in reading and writing and 60% achieved the expected standard in maths. The combined percentage for our pupil premium children was 70% and increase of 3% from the previous year.

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:

The gap between pupil premium and non-pupil premium has closed in EYFS.

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.

Zones of regulations have been introduced to support children's SEMH needs.

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

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.