

# 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	37.32% National 23.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Fiona Beardsley
Pupil premium lead	Amanda Grove
Trustee lead	Martin Morris

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,300
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> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£87,300

# 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. 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>1. 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 well being following their intervention with Lisa Powell (Strengthening Families Worker).</p>
<p>2. 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 continuum Broad Meadow Continuums through Individual Target Plans and teaching in a bespoke learning environment to meet the needs of the pupils.</p>
<p>3. School attendance figures are of significant concern: Year 2022-23 overall attendance = 93.45 with P/A at 18%</p>	<p>We will achieve higher attendance percentages. Attendance of all children eligible for pupil premium will be above 96%.</p>
<p>4. Voice 21</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>5. 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 (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
		2, 4 and 5
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 assistant 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</i>	4

	<i>with spoken language will be provided with additional support.</i>	
Increased 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. Time will also be spent having pupil progress meetings with teachers with a strong focus on the attainment and progress of pupil premium children within each class. Next steps are created within these meetings to ensure progress continues throughout the following term.</i>	1, 2, 3, 4, 5
EYFS specialist TA (£15,000)	<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. <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
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. (£3,900)	<i>ECT mentor to offer support and guidance to ensure quality first wave teaching. Coaching sessions to share and model quality first wave teaching. Lesson reflections completed and new targets set.</i>	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
<p>Creation of our SEND hub. (57% or 4 of children in the Hub are eligible for PP).</p> <p>LA Funding = £66,350 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>	<p><b>EEF Teaching and Learning Toolkit (Reducing class size):</b> Reducing class sizes to a level where significant benefit is likely. <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>TA to implement and deliver the Nuffield Early Language Intervention (NELI) for Reception (and identified Year 1 pupils) Qualifications received through Nuffield Foundation. <b>(£7,730)</b></p>	<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 <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</i></p>	2,4

	group of lower attaining children in year 1 and year 2 who may also benefit from this intervention.	
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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
<p>Deployment of Family Support Worker Lisa Powell's salary = £6365.16</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 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
<p>DHT Leadership focus = 6 hrs p/w @ £29.23 = £6,839.82</p>	<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. <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 Training registered through MHFA England. <b>(£500)</b></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</i></p>	1

	<i>attainment, attendance, reductions in behavioural problems, as well as happier, more confident and resilient children and young people.</i>	
Nurture groups at lunchtime led by our staff – 7 sessions per week <b>(£3,800)</b>	<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.</p> <p><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>	1
Structure lunchtime provision, provided by our staff, to support identified children – 5 lunchtimes per week <b>(£4,429)</b>	<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.</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>	1

**Total budgeted cost: £133,600**



## 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 2022-23 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 2020-2023 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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

## Further information (optional)

### St Thomas Pupil Premium 2022/23

The tables below show the attainment of our Pupil Premium Cohort compared to our Non-Pupil Premium cohort.

The data represents the percentage of pupils working at age related expectations for both attainment and progress, and progress is measured from entry to year group and end of summer term.

#### Early Years Foundation Stage

##### Reception

			YR	
			Summer 2	
			% of pupils Expected or higher	% of pupils where progress from YR Entry is expected or more
Writing	Main Assessment	Pupil Premium	80%	100%
		Not Pupil Premium	75%	95%
Word Reading	Main Assessment	Pupil Premium	80%	100%
		Not Pupil Premium	75%	95%
Number	Main Assessment	Pupil Premium	80%	100%
		Not Pupil Premium	75%	100%

In Reception, a higher percentage of pupils in the Pupil Premium cohort achieved expected level of attainment in all three subjects. The progress figures show that the Pupil Premium cohort at 100% achieving expected levels of progress in all three subjects. The gap in Writing attainment shows PP at +5%, and +5% in progress. The gap in Word Reading attainment shows PP at +5%, and +5% in progress. The gap in Maths attainment shows PP at +5%, and no gap in progress.

#### Key Stage One

##### Year 1

			Y1	
			Summer 2	
			% of pupils Expected or higher	% of pupils where progress from Y1 Entry is expected or more
Reading	Main Assessment	Pupil Premium	69%	69%
		Not Pupil Premium	53%	50%
Writing	Main Assessment	Pupil Premium	62%	62%
		Not Pupil Premium	47%	44%
Maths	Main Assessment	Pupil Premium	69%	69%
		Not Pupil Premium	74%	72%

In Year 1, a higher percentage of pupils in the Pupil Premium cohort achieved expected or higher than expected level of attainment and progress than the Non-Pupil Premium cohort in both Reading and Writing. In Maths the Non-PP cohort showed a higher percentage in both attainment and progress. The gap in Reading attainment shows PP at +16%, and +19% in progress. The gap in Writing attainment shows PP at +15%, and +18% in progress. The gap in Maths attainment shows PP at -5%, and -3% in progress.

## Year 2

			Y2	
			Summer 2	
			% of pupils Expected or higher	% of pupils where progress from Y2 Entry is expected or more
Reading	Main Assessment	Pupil Premium	40%	44%
		Not Pupil Premium	74%	72%
Writing	Main Assessment	Pupil Premium	30%	44%
		Not Pupil Premium	53%	67%
Maths	Main Assessment	Pupil Premium	40%	44%
		Not Pupil Premium	74%	78%

In Year 2, a higher percentage of pupils in the Non-Pupil Premium cohort achieved expected or higher than expected level of attainment and progress than the Pupil Premium cohort in all three subjects. The gap in Reading attainment shows PP at -34%, and -28% in progress. The gap in Writing attainment shows PP at -23%, and -23% in progress. The gap in Maths attainment shows PP at -34%, and -34% in progress.

## Key Stage 2

### Year 3

			Y3	
			Summer 2	
			% of pupils Expected or higher	% of pupils where progress from Y3 Entry is expected or more
Reading	Main Assessment	Pupil Premium	57%	86%
		Not Pupil Premium	79%	93%
Writing	Main Assessment	Pupil Premium	50%	79%
		Not Pupil Premium	71%	71%
Maths	Main Assessment	Pupil Premium	64%	93%
		Not Pupil Premium	86%	100%

In Year 3, a higher percentage of pupils in the Non-Pupil Premium cohort achieved expected or higher than expected level of attainment than the Pupil Premium cohort in all

three subjects. In Writing the Pupil Premium cohort shows a higher percentage of pupils making expected progress. The gap in Reading attainment shows PP at -22%, and -7% in progress. The gap in Writing attainment shows PP at -21%, and +8% in progress. The gap in Maths attainment shows PP at -22%, and -7% in progress.

### Year 4

			Y4	
			Summer 2	
			% of pupils Expected or higher	% of pupils where progress from Y4 Entry is expected or more
Reading	Main Assessment	Pupil Premium	55%	73%
		Not Pupil Premium	76%	92%
Writing	Main Assessment	Pupil Premium	36%	45%
		Not Pupil Premium	71%	92%
Maths	Main Assessment	Pupil Premium	45%	73%
		Not Pupil Premium	76%	92%

In Year 4, a higher percentage of pupils in the Non-Pupil Premium cohort achieved expected or higher than expected level of attainment and progress than the Pupil Premium cohort in all three subjects. The gap in Reading attainment shows PP at -11%, and -19% in progress. The gap in Writing attainment shows PP at -35%, and -47% in progress. The gap in Maths attainment shows PP at -31%, and -19% in progress.

### Year 5

			Y5	
			Summer 2	
			% of pupils Expected or higher	% of pupils where progress from Y5 Entry is expected or more
Reading	Main Assessment	Pupil Premium	62%	64%
		Not Pupil Premium	81%	87%
Writing	Main Assessment	Pupil Premium	62%	82%
		Not Pupil Premium	75%	93%
Maths	Main Assessment	Pupil Premium	69%	82%
		Not Pupil Premium	69%	87%

In Year 5, a higher percentage of pupils in the Non-Pupil Premium cohort achieved expected or higher than expected level of attainment and progress than the Pupil Premium cohort in Reading and Writing, with both groups showing equal in Maths attainment. The gap in Reading attainment shows PP at -19%, and -23% in progress. The gap in Writing attainment shows PP at -13%, and -11% in progress. There is no gap in Maths attainment, and -5% in progress.

## Year 6

			Y6	
			Summer 2	
			% of pupils Expected or higher	% of pupils where progress from Y6 Entry is expected or more
Reading	Main Assessment	Pupil Premium	50%	100%
		Not Pupil Premium	76%	100%
Writing	Main Assessment	Pupil Premium	50%	100%
		Not Pupil Premium	81%	100%
Maths	Main Assessment	Pupil Premium	50%	86%
		Not Pupil Premium	71%	80%

In Year 6, a higher percentage of pupils in the Non-Pupil Premium cohort achieved expected or higher than expected level of attainment than the Pupil Premium cohort in all three subjects, with both groups achieving 100% expected progress in Reading and Writing, and the Pupil Premium cohort showed a higher percentage in progress. The gap in Reading attainment shows PP at -26%. The gap in Writing attainment shows PP at -31%. The gap in Maths attainment shows PP at -21%. When you look at progress there is no gap between the groups in Reading and Writing and the PP cohort shows a higher percentage at +6% in progress.