



3 Year Pupil Premium Strategy Plan 2020 - 2023

St. Thomas

SUMMARY INFORMATION

PUPIL PREMIUM LEADERSHIP INFORMATION 2022/2023

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| Pupil Premium Lead | Gemma Wyles | Governor Lead | Dave Conlon | Trust Lead | Kate Mann |
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CURRENT PUPIL INFORMATION 2022/2023

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| Total number of pupils in school: | 235 | Total pupil premium allocation: Carried over funding from 2021/22: | £69,250 £0 | Date of most recent PP Review: | July 2022 |
| Number of pupils eligible for pupil premium: | 62 | Recovery Premium Funding (RPF): RPF Carried over funding from 2021/22: | £8,265 £0 | Publish Date: | 16/12/22 |
| Proportion of disadvantaged pupils %: | 26.4% | Total PP and RPF budget: | £77,515 | Statement authorised by: | M. Sellors |

PUPIL PREMIUM COHORT INFORMATION

| CHARACTERISTIC* | NUMBER IN GROUP | PERCENTAGE OF GROUP |
|-----------------|-----------------|---------------------|
| Boys | 35 | 56.5% |
| Girls | 27 | 43.5% |
| SEN support | 7 | 11% |
| EHC plan | 2 | 3% |
| EAL | 2 | 3% |

*Adapt or add to these groups based on your school's context

BARRIERS TO FURTHER ATTAINMENT

In-School Barriers (such as poor literacy skills)

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| A | Teacher assessments show that some of our PP are lacking in cultural capital compared to their peers. |
| B | Monitoring has shown a gap in the use and understanding of higher-level vocabulary for some Pupil Premium children |
| C | Some PP children have additional needs such as emotional that can impact their learning. |

External Barriers (such as poor attendance)

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| D | A small group of Pupil Premium children have lower attendance than their peers. |
| E | Some PP pupils have lower parental engagement to support their child's learning. |

Desired Outcomes/Aim

| | Outcome/Aim | Success Criteria |
|---|---|---|
| A | For children's writing attainment to be improved. | Children find it easier to write at length and take more pleasure in writing. The quality of the children's writing is improved. |
| B | To improve the quality of vocabulary used by PP children both verbally and in written form. | Targeted learning walks shows an improvement in subject specific vocabulary Discussions with teachers. Book Looks will show an improved level of vocabulary used by PP children. |
| C | To raise attainment in maths for disadvantaged pupils | The gap between PP and non-PP children in KS1 and KS2 in end of year assessments is closed. |
| D | To increase the engagement of parents/carers at home. | Regular monitoring of reading records show children are reading/being heard read daily. Homework to be completed on time. All PP children accessing the home learning in the event of any self-isolating occurring. |

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| E | To improve the attendance of PP children. | Attendance of PP children is in line with the attendance achieved by non-PP children. |
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3 YEAR PUPIL PREMIUM STRATEGY

TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)

Member of staff responsible: GW/ DC

| Priority | Barrier addressed | Activity (CPD, Recruitment, intervention, resourcing) | By when (include review dates) | Approx. Costings (for the 3 years) | Success measure |
|----------|--|---|---------------------------------|------------------------------------|---|
| 1. | Monitoring has shown a gap in the use and understanding of higher-level vocabulary for some Pupil Premium children | To raise the standard of writing for pupils by introducing and embedding new English scheme. (including phonics and spelling) | Dec 2020 tWs Apr 2022 Ph/ Sp | £11000 | School has clear structure for the teaching in English – including SPaG |

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| 2. | Teacher assessments show that some of our PP are lacking in cultural capital compared to their peers. | Subject Leaders given time to ensure their subject is resourced, planned, delivered and assessed to a high standard which includes a range of cultural capital opportunities for PP children. | Half termly | £4000 | All teaching to be a least GOOD Curriculum judged to be GOOD in all subjects |
| 3. | Monitoring has shown a gap in the use and understanding of higher-level vocabulary for some Pupil Premium children | Children working in small, targeted groups working on phonics, writing skills and maths. | Ongoing- reviewed half termly. | £4000 | Children within these small group sessions show an improvement in their attitude to learning, their self-confidence and ability. |

TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible: GW

| Priority | Barrier addressed | Activity (CPD, Recruitment, intervention, resourcing) | By when (include review dates) | Approx. Costings (for the 3 years) | Success measure |
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| 1 | To increase parent engagement in supporting children's learning at home. | All children to have access to high quality catch-up software to include Century, Nessy, TTRockstars and Numbots (where appropriate) | Ongoing | £3500 | All children access relevant support for areas of need |
| 2 | To raise attainment of disadvantaged pupils. | SENDCo reviews intervention success and monitors the achievement of PP children in raising their attainment | Termly | £2500 | Provision map is updated Clear next steps for intervention are discussed and agreed with Class teachers |
| 3 | For PP children to be prioritised in STLG tuition. | SLTG will be targeted at PP children | April 2022 July 2022 | £2000 | PP close the gap on their peers in writing and Maths |
| 4. | To increase parent engagement and support children's reading. | Every PP child is heard read daily | Ongoing | £2000 | PP have more engagement in reading and reading assessment levels show a narrowing of the gap to non PP children. |

WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)

| Member of staff responsible: GW | | | | | |
|---------------------------------|--|--|-------------------------------------|------------------------------------|---|
| Priority | Barrier addressed | Activity (CPD, Recruitment, intervention, resourcing) | By when (include review dates) | Approx. Costings (for the 3 years) | Success measure |
| 1. | Some PP children have additional needs such as emotional that can impact their learning. | Learning Mentor to be recruited and trained in Positive Play delivery and ELSA | 1.9.2021 31.1.2022 16.12.2022 | £21000 £1500 | Children with additional MH needs have regular access to high quality support |
| 2. | Some PP children have additional needs such as emotional that can impact their learning. | Positive play sessions to take place for pupils. More staff trained to deliver Positive Play sessions | Ongoing | £2000 | Social skills and confidence improved for PP pupils. |

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| 3. | Teacher assessments show that some of our PP are lacking in cultural capital compared to their peers. | PP children to have school trips funded | Ongoing. | £3000 | PP are able to access the curriculum fully |
| 4. | To improve the attendance of PP children. | PP children to access outdoor learning- some PP children who do not enjoy school do enjoy outdoor learning activities. | Ongoing | £8000 | PP children's confidence and independence is improved. |

PUPIL PREMIUM ACTION PLAN: 2022/23

| TEACHING PRIORTIES | | | | | | |
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| Priority No. from 3 Year plan | Desired Outcome (link to barrier) | Chosen Approach/Action | What is the evidence/rationale for this approach? | How will you ensure it is implemented well? | Staff lead | Review Date & who is evaluating impact? |
| TP1 | For children to be confident readers and apply sound | Continuation of Essential Letters and | EL&S is 1 of the DfE's approved systematic synthetic phonics | Phonics observations to check on lesson progress. | DC | Termly |

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| | phonetic knowledge in their reading. | Sounds scheme for EYFS and KS1 | programmes – positive feedback from previous year. | Phonic screening checks to reflect progress points | DC | |
| TP1 | For children to be confident spellers and apply sound phonetic knowledge in their writing. | Continuation of spelling scheme for Y2-6. | Continuing progress of spelling from last year. | Spelling to be a focus of literacy book looks in Lent/ Pentecost Review of spelling NFER scores | DC | Termly |
| TP2 | Teacher assessments show that some of our PP are lacking in cultural capital compared to their peers. | Implementation of new schemes throughout school for foundation subjects. Subject Leaders given time to ensure their subject is resourced, planned, delivered and assessed to a high standard. | Staff looked at the structure of foundation subjects and found the progression wasn't quite right. New schemes and planning help address this and encourage all children to have access to a high-quality curriculum. | Subject Leads will oversee their subject and monitor pupil's progress. GW to monitor PP children's progress in foundation subjects. | GW | Termly |
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| TOTAL estimated budgeted cost: | | | | | | £40,000 |
| Of which from RP funding: | | | | | | £3000 |

TARGETED ACADEMIC SUPPORT

| Priority No. from 3 Year plan | Desired Outcome (link to barrier) | Chosen Approach/Action | What is the evidence/rationale for this approach? | How will you ensure it is implemented well? | Staff lead | Review Date & who is evaluating impact? |
|-------------------------------|--|--|---|---|--------------|---|
| T1 | To increase parent engagement in supporting children's learning at home. | Nessy and TTRockstars/ Numbots apps to be used regularly to target reading and spelling/ Maths skills. | Recognised high quality software to support children's learning and encourage parents to support at home. | Check data online to see that children are accessing the apps and see the progress they are making. | GW AG | Termly – GW |
| T2 | To raise attainment of disadvantaged pupils. | SENDSCO to implement the use of EduKey to review intervention success and monitor the achievement of SEND and PP children in raising their attainment. | EduKey has been implemented by The Trust as an efficient way to review SEND and PP children. | SENDSCO to train staff in the use of EduKey and set reviews of interventions. SENDSCO to then check reviews are done and evaluate the progress of SEND and PP children. | GW | Termly – GW |
| T3 | For PP children to be prioritised in STLG tuition. | After school tutoring for PP children. | Feedback shows that the tutoring is supporting the children and needs to continue. | Feedback from class teachers during Pupil Premium progress meetings. | GW | Termly |
| T4 | To increase parent engagement and support children's reading. | Pupil Premium children heard read at least twice a week. | Feedback from previous years shows progress to this is to be continued. | Feedback from class teachers during Pupil Premium progress meetings. | GW | Termly |

| TOTAL estimated budgeted cost: | | | | | | £20,684 |
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| Of which from RP funding: | | | | | | £5000 |
| WIDER STRATEGIES | | | | | | |
| Priority No. from 3 Year plan | Desired Outcome (link to barrier) | Chosen Approach/Action | What is the evidence/rationale for this approach? | How will you ensure it is implemented well? | Staff lead | Review Date & who is evaluating impact? |
| WP 1/2 | Some PP children have additional needs such as emotional that can impact their learning. | Positive Play and ELSA sessions to provide support for children who struggle with their mental health and need emotional support. | Positive Play and ELSA are recognised high quality interventions to support children emotionally. | Feedback from class teachers during Pupil Premium progress meetings. | GW | Termly - GW |
| WP 3 | Teacher assessments show that some of our PP are lacking in cultural capital compared to their peers. | Any after school clubs, residentials and trips will continue be provided free of charge to our PP children. | After school clubs, residentials and school trips provide opportunities to increase cultural capital for PP children. | Feedback from class teachers during Pupil Premium progress meetings. | GW | Termly - GW |
| TOTAL estimated budgeted cost: | | | | | | £15,000 |
| Of which from RP funding: | | | | | | £0 |

REVIEW OF 3 YEAR STRATEGY [2021/22]

*At least annually

| TEACHING PRIORITIES | | | |
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| Priority Area | Chosen Action | Impact? (High, Mid, Low) How do you know? | Why will you continue with this provision/why won't you? |
| TP1 For children to be confident readers and apply sound phonetic knowledge in their reading. | DfE approved systematic synthetic phonics programme-Essential Letters and Sounds to be introduced for all EYFS/KS1 | High – Clear structure to phonics lessons. Children remember phonics well due to repetition and routines and are engaged with the lessons. | Both schemes will continue to be used in school due to positive feedback and results. |
| | Implement recognised spelling scheme – linked to the Write Stuff writing scheme across Y2-Y6 | High – Children engage well in spelling lessons and the majority are applying taught spelling rules in lessons. | |
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| TARGETED ACADEMIC SUPPORT | | | |
| Priority Area | Chosen Action | Impact? (High, Mid, Low) How do you know? | Why will you continue with this provision/why won't you? |
| T3 For PP children to be prioritised in STLG tuition | After/ before school tutoring | High – positive feedback from teachers in Pupil Premium Progress meetings. | This will continue next year to support PP children and target gaps in their learning. |
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| WIDER STRATEGIES | | | |
| Priority Area | Chosen Action | Impact? (High, Mid, Low) How do you know? | Why will you continue with this provision/why won't you? |
| WP 4 Increased attendance ad | Buying in Commando Joes to provide before school, in school and after | High – Children enjoyed the outdoor activities with Commando Joes and engaged. Through pupil voice | This won't be continued this year due to the cost but may be bought in again in the future. |

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| engagement of PP children | school opportunities for outdoor learning | | |
| WP1/2 Some PP children have additional needs such as emotional that can impact their learning. | Learning mentor to be trained in ELSA and Positive Play. Other key staff to be Positive Play trained. | Mid – Learning mentor trained in ELSA and other teaching assistants in Positive Play but has only just started being implemented in school. It has made a positive impact on the children accessing the support. They have an adult who they can trust and talk to. | ELSA and Positive play to continue and increase support for other children. |
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ENGAGING STAFF, GOVERNORS & PARENTS

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| How has this document been shared with stakeholders? | On school website where staff and governors are able to access it, through HT report. |
| How do you know staff understand the strategy and apply correctly? | Termly Pupil Performance meetings where PP children are discussed in depth |