

Pupil Premium Strategy Statement – St. Thomas Catholic Voluntary Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	62
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/2024 2024/2025 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2024
Statement authorised by	M. Sellors
Pupil premium lead	G. Wyles
Governor / Trustee lead	L. Mangan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,748
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£93,748

Part A: Pupil premium strategy plan

Statement of intent

At St. Thomas Catholic Voluntary Academy, we believe that all pupils, regardless of their background or their starting points, make excellent progress and achieve well across all curriculum subjects. The purpose of our pupil premium strategy is to focus on supporting disadvantaged pupils to achieve that aim.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our curriculum's design is based on cognitive load theory and the known importance of revisiting learning. Quality first teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy also links to our wider school plans for education including support for social, emotional and mental health, close management of attendance, the offer of a range of after school clubs and helping students develop a range of personal and social skills that will enable them to become well- rounded, responsible, and engaged members of society. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Invest heavily in children's pastoral care and personal development offer.

Challenges

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

Challenge number	Detail of challenge
1	Low Literacy skills and Vocabulary: Monitoring has shown a gap in the use and understanding of higher-level vocabulary for some Pupil Premium children. PP children often enter reception with lower vocabulary and

	lower communication skills. There is also a gap in their writing skills and spelling, punctuation and grammar.
2	Some PP children have additional needs such as social, emotional and mental health and anxiety concerns that can impact their learning. This may be because of in-school barriers, linked to learning, or external barriers such as home life.
3	Pupil Premium pupils are often lacking in cultural capital compared to their peers.
4	Some Pupil Premium pupils have lower parental engagement to support their child's learning.

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>To improve the quality of vocabulary used by PP children both verbally and in written form. For children's writing attainment to be improved.</p> <p>To improve the children's spelling, punctuation and grammar skills.</p> <p>To raise the attainment and enthusiasm for reading for Pupil Premium children.</p>	<p>Children find it easier to write at length and take more pleasure in writing. The quality of the children's writing is improved. Targeted learning walks shows an improvement in subject specific vocabulary.</p> <p>Discussions with teachers.</p> <p>Book Looks will show an improved level of vocabulary used by PP children.</p> <p>Spelling Punctuation and Grammar results will be improved and higher levels of punctuation and grammar will be seen in children's independent writing.</p> <p>Pupil Premium children's reading results will be on par with the rest of the children.</p>
<p>To improve the mental health and wellbeing of all children, particularly those entitled to Pupil Premium.</p>	<p>Children will be able to identify how they can get support.</p> <p>Children will be happier in school – feelings gained from pupil voice interviews, PASS Tests and attendance.</p> <p>For all staff, parents and children to have an awareness of strategies to enhance positive well-being and prevent decline in emotional health.</p> <p>Personal Development to be made explicit within lessons and on MTPs so that we ensure a full coverage of the areas of personal development that we</p>

	have identified as being critical to ensure excellent outcomes for pupils
To improve the Cultural Capital for Pupil Premium children.	Children will have access to lots of different experiences to extend their knowledge motivation for learning. Foundation subjects will be well planned and include a range of opportunities to develop cultural capital, including trips and in school experiences.
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.

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: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> To re-introduce SPAG lessons and half termly tests to increase knowledge. Quality First Teaching – focusing support for pupil premium children through scaffolding and explicit teaching. CPD on SPAG lessons CPD on effective feedback CPD on effective scaffolding. TA support in class to support pupil premium children 	<p>Last year's SATS results showed a dip in SPAG progress. Literacy lead carried out research during leadership time to see the best way to increase SPAG subject knowledge.</p> <p>EEF research suggests that Feedback is one of the most effective strategies to improve pupils learning and the school is moving to live feedback in marking meaning that staff are needed to provide this high-quality feedback for all pupils.</p>	1

	Focus on the explicit instruction and scaffolding from the EEF's five a day approach to supporting children in their learning. Although this was designed for children with SEND needs the principles are effective in supporting children in their learning	
<ul style="list-style-type: none"> • To introduce new PSHE/RSE/Catholic Social Teaching Personal Development Curriculum. • The continued restructure of our RSE/PSHE re-plan, to encapsulates all issues that children may confront in their lives and extra resources to be purchased, including books through the Equaliteach scheme and Ten Ten + are added in order to better prepare children for all eventualities in life. Staff CPD (weekly) to support this 	Working with The Trust and researching ways to support children's personal development.	2
<ul style="list-style-type: none"> • CPD to further upskill all (and especially less experienced) staff in subject management – giving them a clear understanding of identifying strengths and areas to develop. • Subject leads have the opportunity to review the intent of their curriculum regularly, to ensure coverage, sequencing and progression. • Subject leads and teachers are clear about the end points of knowledge that children need to know and remember in all subjects. • Quality First Teaching 	EEF – High quality delivery and feedback enhances learning by at least 6 months	3

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

Budgeted cost: £38,734

• Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • EEF's 5 a day strategy rolled out across school to ensure that all learners enjoy a positive learning experience: Explicit instruction, Inclusion of cognitive and metacognitive strategies, Scaffolding, Flexible grouping, Using technology • Also encouraging the understanding of sensory issues. • 5 a day to be planned for across the curriculum in all year groups. 	EEF research	1,2
<ul style="list-style-type: none"> • Continued use of Edukey to monitor social, emotional and mental health needs of children. • Continued employment of Mental Health Lead. • Learning Mentor to be trained in ELSA • Lego Therapy training (3xTAs) and sessions to take place for pupils. • Positive Play sessions to take place for pupils. • TAs (x4) to attend regular Positive Play training meetings. 	<p>Social and emotional skills are essential for children's development (EEF)</p> <p>Monitoring children's happiness and confidence allows us to pre-empt where there may become behaviour issues in the future.</p> <p>Having an open approach to mental health in school is vital to breaking stigma and children feeling that they can talk about their feelings gives more opportunity for children to succeed.</p>	2

<ul style="list-style-type: none"> • Daisy the Therapy Dog sessions in school to work with children with Social, Emotional and Mental Health Needs. • Lunchtime club to support children who struggle with social, emotional and mental health needs. 		
<ul style="list-style-type: none"> • Increased use of Edukey to monitor interventions – also have a particular focus on PP children – to establish the impact of interventions. • Staff training focused on Edukey and how to monitor and review interventions. • SENDCo reviews intervention success and monitors the achievement of PP children in raising their attainment. • SLTG will be targeted at PP children (Until Feb 2024) 	<p>EEF research suggests that small group tuition can provide +4 months</p> <p>EEF suggest that 1:1 tuition can provide +5 months</p>	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Variety of After school and Lunchtime clubs 	EEF: Arts Participation adds 3 months to outcomes	3

<p>available for all pupils but give PP children opportunities to access a wider range of activities e.g. Crafts, Lego, Chess, Musical instruments, plus a arrange of sports clubs (PP children given priority).</p> <ul style="list-style-type: none"> • 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. • PP children to have school trips funded. • Continue to use the Music Partnership to allow all children to access the best possible music provision – In Year 4, all children will learn to play musical instruments from voice to percussion to violin and clarinet. • In Year 4, all children will have the opportunity to enjoy listening to and playing with the Halle orchestra 		
<ul style="list-style-type: none"> • Reading challenges for Pupils – raffle tickets give not those who read at least 4 times a week and Termly prizes of a book voucher 	<p>EEF – Positive parental engagement can have an impact of 4 months</p>	<p>4</p>

<p>given for the chosen ticket.</p> <ul style="list-style-type: none"> • Communication through Class Dojo so that parents can be kept up to date about classwork and how to support at home etc. Currently used in Reception but due to be rolled out throughout the school. • Revision books and guides purchased and given to PP children to ensure that they have high quality resources at home to use. CGP test materials purchased for Y6 learners. • Parents invited to attend 'Celebration of the Word's, Whole school masses and other events. 		
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Total budgeted cost: £92,234

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year marked the end of the school's previous three-year strategy for disadvantaged pupils. The aims for the school's strategy were as follows:

- *For children to be confident readers and apply sound phonetic knowledge in their reading.*

Continuation of Essential Letters and Sounds scheme for EYFS and KS1 - High impact – Clear structure to phonics lessons. Children remember phonics well due to repetition and routines and are engaged with the lessons. Children achieve highly in phonics assessments throughout the year and in the Year 1 Phonics screening check. Essential Letters and Sounds to carry on. Spelling scheme to carry on but reintroduce weekly spelling tests again.

Implement recognised spelling scheme – linked to the Write Stuff writing scheme across Y2-Y6 – Medium impact – Children access the spelling lessons and use them when the focus is on that spelling, but it has been noted that they are not always using them independently.

- *To increase cultural capital for pupil premium children.*

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. High impact – Children are engaged in lessons and Subject leader feedback from pupil reviews is that they are knowing more and remembering more. Continuation of new schemes. Subject leaders to be given time to monitor their subject and ensure progress is still being made.

- *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. High impact – Good results in the Times Tables Test in Year 4 last year. Teacher feedback is that Maths Fluency is improving. Children are gaining confidence in reading and spelling by using Nessy. Continue with all apps to continue progress.

- *To raise attainment of disadvantaged pupils.*

SENDCO to implement the use of EduKey to review intervention success and monitor the achievement of SEND and PP children in raising their attainment. High impact – EduKey has been working well for disadvantaged pupils. Pupils with SEND have Learning Plans and PP children's progress is also beginning to be monitored. Continue with this – more precise monitoring of PP children as well as SEND.

- *For PP children to be prioritised in STLG tuition.*

After school tutoring for PP children. High impact - positive feedback from teachers in Pupil Premium Progress meetings. Continue with this next year due to positive feedback and progress made by children.

- *To increase parent engagement and support children's reading.*

Pupil Premium children heard read at least twice a week. High impact – Pupil Premium children are making good progress with their reading and more engagement from parents at home. Continue with this next year to increase progress and parental engagement.

- *For PP children to have their additional emotional needs met so that they don't impact on their learning.*

Positive Play and ELSA sessions to provide support for children who struggle with their mental health and need emotional support. Positive Play – High impact. Children enjoy the sessions and are using strategies in their own play and class. ELSA – Low impact. ELSA trained TA no longer works at the school, so sessions haven't been running. Both to continue. New member of staff to be trained in ELSA this year.

We feel that the strategies in place from the last three years have had a positive impact on all areas. Our new strategy focuses on the similar goals to the previous strategy with further enhancements and objectives in place to ensure more consistent outcomes for disadvantaged pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Daisy Dog Therapy	Sam's Superheroes

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)