

St. Thomas of Canterbury Church of England Primary School - Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium) funding for the **2023 to 2024** academic year 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 of Canterbury Church of England Primary School
Number of pupils in school	529
Proportion (%) of pupil premium eligible pupils	18 % (95 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	The Governing Body
Pupil Premium Lead	Mrs Chloe Moran (SENCo)
Governor / Trustee Lead	Mr Dean Moran (Headteacher)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,310
Recovery premium funding allocation this academic year	£12,905
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	£132,215

Part A: Pupil Premium Strategy Plan

Statement of Intent

At St Thomas of Canterbury Church of England Primary School, pupil premium funding sets the achievements of children from disadvantaged backgrounds as a priority within our school. We strive to close the attainment gap between disadvantaged pupils and their peers. This is an important gain for these pupils as often they are more likely to be working at a lower attainment than other children and this can impact on their long term goals.

St Thomas of Canterbury Church of England Primary School aims to encourage each child to reach their full potential. Part of our mission is to provide a well-balanced curriculum which will lay the foundations for developing lively, enquiring minds whilst encouraging responsible attitudes to independent learning and meeting individual needs. The targeted and strategic use of Pupil Premium Grant Funding will support us in achieving our aims and vision. We believe that all staff have responsibility for the outcomes of all children including those who are disadvantaged.

Pupil premium children are not all alike and as a school we ensure that we don't categorise pupils, by labelling them disadvantaged, but treating every child as an individual who has the potential to succeed and attain highly. We recognise that all children are individuals with their own strengths and weaknesses, gifts and talents. We value the individuality of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. This is embodied within our Christian distinctiveness and mission statement – *“Let all that you do be done in love.” 1 Corinthians 16:14*

Our Pupil Premium Strategy works towards a three tiered approach that balances approaches to improve *quality first teaching, targeted academic support and wider strategies*. We also recognise that less is more; selecting a small number of priorities and giving them the best chance to succeed while ensuring that pupil premium is at the heart of a whole school effort, with all staff understanding the strategy and their role within it. Staff embrace research and training to identify the best possible interventions and support to ensure pupils thrive and to target closing the gap.

At St. Thomas of Canterbury Church of England Primary School, our intention for disadvantaged pupils is to ensure that all children receive a high-quality and ambitious education regardless of need. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive, confident, successful life-long learners with high aspirations, who know how to make a positive contribution to their community and wider society.

It is our intent that educational inclusion is about equal opportunities for all learners. Our Pupil Premium Strategy Statement aims to detail information to all stakeholders on how Pupil Premium Grant funding is being used within St Thomas of Canterbury Church of England Primary School. The Governing Body reserves the right to allocate the Pupil Premium Grant funding to support any pupils or groups of pupils the school has legitimately identified as being socially and emotionally disadvantaged.

Challenges

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

Challenge number	Detail of challenge
Whole School:	
1	Staff awareness of pupil premium pupils and strategies for success when compared to non-disadvantaged.
2	Lower levels of attendance for our disadvantaged children. Attendance of pupil premium pupils is below that of non-pupil premium pupils.
3	Parental Engagement. Limited parental engagement in school and learning resulting in reduced support with work at home, a lack of readiness for school and, for some, reduced ambition.
4	Emotional Regulation. Children are requiring additional support for their health and well-being and social and emotional skills.
EYFS/KS1:	
1	Poor academic achievement of disadvantaged pupils compared to non-disadvantaged pupils in core areas including phonics. Data from ongoing and end of year assessments shows the slower than expected progress and attainment of these learners.
2	Poor oral spoken language skills and vocabulary. This is evident when speaking with the children and when they discuss their work and learning within the classroom. The language gap is therefore having an impact on general progress and comprehension.
3	Low levels of disadvantaged pupils meeting EXS and GDS at the end of KS1. Data from ongoing and end of year assessments reflects the low levels of attainment and progress for these learners.
KS2:	
1	Poor academic achievement of disadvantaged pupils compared to non-disadvantaged pupils in core areas. Data from ongoing and end of year assessments shows the slower than expected progress and attainment of these learners.
2	Lack of fluency in literacy and numeracy.
3	Low levels of quality presentation in books and homework completion for pupil premium pupils.

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>Improved and sustained attendance for our disadvantaged pupils.</p> <p>To improve attendance and punctuality of our disadvantaged pupils, bringing them in line with National expectations as well as compared to our non-disadvantaged pupils across the school.</p>	<p>Sustained and improved attendance levels for our disadvantaged pupils. The gap between our disadvantaged and non-disadvantaged pupils is significantly reduced and sustained.</p> <p>Attendance will be in line with national non-disadvantaged pupils at 95.6%.</p> <p>Headteacher and SENCo, working in conjunction with School Attendance Officer and our school assigned Attendance Specialist Team, to track pupil's attendance when below National expectation.</p> <p>Concerns around attendance tracked to ensure improvement, including contacting parents/carers regarding attendance and punctuality. School Attendance Officer to work directly with families.</p> <p>Follow up on absence and lateness with pupils to identify barriers and reasons for absence.</p> <p>Reinforce attendance and punctuality expectations continually, including highlighting the importance of attendance and its impact on attainment.</p> <p>Review attendance data regularly to share data, identify issues, intervene early and help set targets.</p> <p>Consider the individual needs and vulnerabilities of pupils.</p>
<p>Ready to Learn: Pupil Premium learners are punctual, equipped and ready for school.</p>	<p>Equipment, such as stationery is provided to PP learners where needed.</p> <p>Teaching staff are quick to liaise with PP lead to ensure that any lack of equipment is quickly resolved.</p>
<p>To achieve and sustain improved parental engagement for our disadvantaged pupils.</p>	<p>A significant increase in the number of parents attending Parent's Evening, class teacher consultation opportunities and</p>

	<p>school events to support the progress, attainment and well-being of their children. Class teachers reporting that parents are accessing support and meetings related to their child/ren.</p>
<p>Provide personalised, targeted pastoral support for individual disadvantaged pupils to support their emotional well-being in order for them to be happy, secure and fully engaged in school (and where needed out of school).</p> <p>To improve and sustain the emotional health and well-being of our disadvantaged pupils and to see an improvement in their emotional regulation.</p> <p>To mitigate the effects of poor emotional regulation on pupil progress and ability to access the teaching and learning opportunities in school.</p>	<p>Children will be identified based upon SEMH needs and possible external agencies support e.g. Kids Inspire.</p> <p>Therapeutic intervention (Kids Inspire) will be facilitated to promote self-resilience, greater self-awareness and relationship building to empower more positive life choices.</p> <p>Referrals will result in active support or therapy for identified children.</p> <p>Specific social and emotional support for identified disadvantaged individuals and their families.</p> <p>Children will be engaging with the Colour Monster, Incredible 5 Point Scale and Zones of Regulation approach in order to better self-regulate their emotions independently.</p> <p>The Boxall Profile will be used to look at the level of skills available to the children to enable access to learning. To support children and their families with social and emotional well-being.</p> <p>Sustained high levels of emotional health and wellbeing from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher/support staff observations and feedback • a significant reduction in emotional outbursts with an ability of the children to self-regulate. • Disadvantaged pupils spend less time out of the classroom as a result of their emotional health and well-being <p>SENCo will support families across the whole school – liaison, sign-posting to services etc.</p>

	<p>SENCo to support children and their families with social and emotional well-being.</p> <p>Children will be able to access extra-curricular opportunities to reduce anxiety levels, develop self-esteem and confidence and to facilitate social interaction and communication. Support for both adults and children.</p>
<p>To narrow the gap between disadvantaged and non-disadvantaged outcomes as well as bring outcomes of disadvantaged pupils in line with National expectations.</p> <p>Raising % of pupils achieving Expected Standard and Higher Standard in Reading, Writing and Maths by the end of KS1.</p>	<p>End of KS1 teacher assessments during the summer of 2026 show that attainment in the core subjects among disadvantaged pupils has significantly improved. Tracking shows that the achievement gap has been significantly reduced between non-disadvantaged and disadvantaged pupils.</p> <p>Gap between disadvantaged and non-disadvantaged pupils will be diminished. Observations, work scrutiny and ongoing assessments indicate improved attainment in the core subjects among disadvantaged pupils.</p> <p>All disadvantaged pupils will have access to high level Quality First Teaching. Targeted teaching and learning will enable at least age related progress, with a greater proportion of pupils making accelerated progress.</p> <p>Disadvantaged pupils achieve at least in line with national.</p> <p>Rigorous assessment procedures in place to identify any needs for intervention. Pupil progress and attainment monitored and tracked, outcomes used to guide next-steps in pupils' learning. Tracking shows that the achievement gap has been significantly reduced.</p> <p>Interventions and catch-up programmes in place to support the needs of all pupils including those identified as disadvantaged.</p> <p>Pupil voice shows increased confidence and enjoyment in mathematics and English.</p> <p>Resources support pupils learning.</p> <p>Staff CPD links directly to needs of pupils and school priorities for development.</p>

<p>Improved phonological awareness and reading attainment for disadvantaged pupils across the school.</p> <p>To improve pupil's standards in Phonics by the end of Year 2 which will then improve pupils' ability and accuracy in decoding, fluency and reading skills, as well as improve vocabulary and comprehension skills of all pupils.</p>	<p>Assessments and observations indicate significantly improved phonological knowledge among disadvantaged pupils.</p> <p>Disadvantaged pupils achieve expected standard in Year 1 Phonics Check at the end of Year 1.</p> <p>At the end of KS1, children will be reading phonetically decodable books with fluency, applying skills to decode quickly and accurately.</p> <p>The teaching of phonics through Essential Letters and Sounds (ELS) is explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. There will be a consistent approach across the whole school.</p> <p>The teaching of phonics is matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter and sounds and patterns (graphemes).</p> <p>Pupil progress and attainment in phonics monitored and tracked; outcomes used to guide next-steps in pupils' learning. Resources purchased to enhance Quality First Teaching of phonics.</p> <p>Staff CPD links directly to needs of pupils and school priorities for phonic teaching development.</p> <p>We are encouraging 'reading for pleasure' across the Early Years Foundation Stage, KS1 and KS2.</p>
<p>Improved oral spoken language skills and vocabulary among all pupils and particularly disadvantaged pupils from EYFS to Year 2.</p>	<p>Assessments and observations indicate significantly improved oral/spoken language and vocabulary comprehension across the school and particularly among disadvantaged pupils. This is evident when compared with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessments/end of year/key stage tracking.</p>

	<p>Spoken language skills enable a good level of communication when speaking with adults and other children in school.</p> <p>A wider vocabulary is known and used when speaking.</p>
<p>Progress in Maths and English; Disadvantaged pupils achieving at least in line with, or above national progress measures in maths and English at KS2.</p>	<p>Gap between disadvantaged and non-disadvantaged pupils is 0.0.</p> <p>Disadvantaged achieve at least in line with national.</p> <p>Rigorous testing process in place to identify any needs for intervention.</p> <p>Effective use of challenges in maths lessons.</p> <p>Pupil voice shows increased confidence and enjoyment in mathematics and English.</p>
<p>To reduce the impact of social and emotional experience of home life on attainment and well-being of the child through increased enrichment opportunities.</p>	<p>100% of children accessing enrichment activities and trips to aid real life experiences termly.</p> <p>Children will be able to access before and after school extra-curricular opportunities to reduce anxiety levels, develop self-esteem and confidence and to facilitate social interaction and communication.</p> <p>Uniformed organisations will be available for PP children.</p> <p>Reduced monetary concerns on pupil premium parents/carers by providing financial support for extra-curricular and residential enrichment opportunities - subsidised access to residential educational visits (Upper School), sports/music enrichment and swimming.</p> <p>Reduced anxiety for child and family enabling children to be in a better place /mind-set to access the teaching and learning opportunities on offer.</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 (for example, CPD, recruitment and retention)

Budgeted cost: **£49,202**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure quality teaching and learning across the school to be at least good.	“Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” <i>(Sutton Trust)</i>	1, 2, 3, 4, 5
Quality CPD for all staff members through the LA and other agencies to support the academically able disadvantaged pupils.	A report commissioned for the Social Mobility and Child Poverty Commission, (Progress made by high-attaining children from disadvantaged backgrounds) found “high-achieving children from the most deprived families perform worse than lower-achieving students from the least deprived families by Key Stage 4.” and therefore they must be supported in the primary ages to overcome this.	1, 2, 3, 4, 5

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

Budgeted cost: **£57,850**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group intervention programs with lead LSA, pupils identified and monitored by PP Lead and DHT.	1:1 tuition - short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. (+5 months gain EEF) EEF Teaching and Learning Toolkit: one to one tuition (30th August 2018)	1, 2, 3, 4, 5
1:1 tuition through recovery premium funding.	Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.	1, 2, 5

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

Budgeted cost: **£25,163**

Activity	Evidence that supports this approach	Challenge number(s) addressed
All year groups provide family learning opportunities to empower parents/carers with the skills and confidence to support their child's learning and development.	A study by Professor Charles Deforges for the DfE found that the most important finding is that parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups.	1, 2, 3, 4, 5
Attendance team (School Office) to monitor and support pupil premium families to improve attendance, punctuality and readiness to learn including persistent absentees.	EEF states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4. Pupils with no absence are 1.6 times more likely to achieve age related expectation (ARE) or above, and 4.7 times more likely to achieve greater depth (GD) or above, than pupils that missed 15-20 percent of all sessions.	1, 5
Specific social and emotional support for identified disadvantaged pupils and their families.	Social and emotional interventions have an identifiable and valued impact on attitudes to learning and social relationships in school. They have an average overall impact of four months additional progress on attainment.	1, 2, 3, 5
Whole staff training on challenging behaviour management and emotional regulation with the aim of developing emotional regulation and overall well-being.	<p>There is evidence that children's skills can be improved purposefully through school-based Social and Emotional Learning (SEL) programmes, and that these impacts can persist over time. Numerous large evidence reviews indicate that, when well implemented, SEL can have positive impacts on a range of outcomes, including:</p> <ul style="list-style-type: none"> • Improved social and emotional skills; • Improved academic performance (see Figure 1); • Improved attitudes, behaviour and relationships with peers; • Reduced emotional distress (depression, anxiety, stress and social withdrawal); <p>EEF – Improving Social and Emotional Learning in Primary Schools</p>	3

<p>Tailored communication for parents/carers of disadvantaged pupils to specifically invite them into school for meetings, workshops etc</p> <p>Providing individualised and more sustained support to parents/carers of disadvantaged pupils - in-school sessions to model how to support at home.</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 2, 4, 5</p>
<p>Partnership Agreement with Kids Inspire.</p> <p>Kids Inspire provide emotional well-being, mental health and trauma recovery support for children, young people and their families. This is targeted therapeutic intervention.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. EEF- Social and emotional learning</p>	<p>3</p>
<p>Contingency for school uniform, school trips as the need arises for disadvantaged children.</p>	<p>In our experience, it is important to withhold a small amount of the funding which can be accessed quickly when the need arises.</p>	<p>All areas</p>
<p>To embed the principles of good practice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE's Improving School Attendance Advice.</p>	<p>6</p>

Total budgeted cost: £49,202 + £57,850 + £25,163 = **£132,215**

Part B: Review of outcomes in the previous academic year (2022-23)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

PPG KS2 Data Progress 2022 - 2023

Steps made across the academic year 2022-2023			
Year Group		6	
Number of Pupils		11	
Subject	All	Non-PPG	PPG
Reading	6.3	6.2	6.9
Writing	6.3	6.3	6.5
Maths	6.4	6.3	7.4

Steps made across the academic year 2022-2023			
Year Group		5	
Number of Pupils		10	
Subject	All	Non-PPG	PPG
Reading	5.7	5.7	6.0
Writing	6.3	6.3	6.8
Maths	6.2	6.0	6.8

Steps made across the academic year 2022-2023			
Year Group		4	
Number of Pupils		18	
Subject	All	Non-PPG	PPG
Reading	6.1	6.1	6.1
Writing	6.2	6.2	6.0
Maths	6.3	6.3	6.1

Steps made across the academic year 2022-2023			
Year Group		3	
Number of Pupils		13	
Subject	All	Non-PPG	PPG
Reading	6.0	6.1	5.7
Writing	5.6	5.8	5.1
Maths	6.0	6.0	5.4

Age related expectation is 6.0 steps progress across the academic year.

Attendance Data 2022 – 2023

	Infant School	Junior School
National Attendance Expectation 2022-23:	95.6 %	95.6 %
Whole School Attendance 2022-23:	93.55 %	94.7 %
School Disadvantaged Attendance 2022-23:	88.62 %	90.83 %
School Non-Disadvantaged Attendance 2022-23:	94.64 %	95.29 %

(Pre-Amalgamation therefore reporting Attendance Data as separate Infant and Junior Schools)

Outcomes 2022 - 2023

We made a total of 17 referrals for assessment to **Kids Inspire**. 16 pupils received an individual package of therapeutic intervention for the named child and their families. Therapy sessions were either 6- 8- 10- or 12-week programmes of support. For 1 pupil, parents/carers were signposted to alternate agencies for support.

The **Boxall Profile** has been purchased with an initial 100 assessments. All pupil premium pupils will be assessed and a profile of social and emotional needs created with targeted strategies of support identified. [Individual assessments to be completed 2023/24 and then to continue on a rolling programme.]

Extra-Curricular Enrichment Opportunities:

Clubs are offered to all pupil premium pupils with financial support for one club per child per term.

A total of 121 club sessions were accessed by our pupil premium pupils across the 2022-23 academic year.

A total of 8 pupil premium pupils accessed these opportunities using pupil premium funding.

A total of 39 pupil premium pupils accessed school-based swimming lessons using pupil premium funding.

Subsidised Residential Educational Visits:

9 pupil premium pupils accessed this opportunity and attended our Year 5 Residential visit to Letton Hall, Norfolk.

10 pupil premium pupils accessed this opportunity and attended our Year 6 Residential visit to Rock UK Summit Centre, Wales.

School-led Tutoring:

All children in all year groups (KS2) were offered weekly group tutoring in English and maths across the 2022-23 academic year. Group sizes varied depending on ability and expected outcome. Sessions were offered in 6 to 10 week blocks. Pupils with significant and complex SEND needs were withdrawn from tutoring and support provided through targeted intervention delivered within class by the class teacher and named adult support.

KS1 Internal monitoring, tracking, assessments and data for the academic year 2022-2023 shows:

- Our disadvantaged pupils performed below those who were non-disadvantaged.

Whilst data showed that disadvantaged pupils were working below their non-disadvantaged peers, books showed clear progress and the children were more settled and confident within their approach. They displayed increased independence when working, relying less on close adult support and encouragement. This was noted across all year groups within the school.

- Attendance for this group of learners was below that of non-disadvantaged children.
- Children's emotional regulation remained an on-going concern with a number of children requiring time out of the classroom and/or additional time to reflect on their reactions and feelings. This in turn has impacted on progress and attainment.

Gaps in learning were identified quickly and addressed within the classroom. There was an increased consistency in provision and interventions.

Externally provided programmes

Programme	Provider
Therapeutic Intervention Mental Health and Trauma Recovery support for children, young people and their families.	Kids Inspire (www.kidsinspire.org.uk)
Talk Boost Targeted intervention for children and young people with delayed language.	http://speechandlanguage.org.uk

<p>The Boxall Profile Assessment Framework for children and young people’s social and emotional aptitudes.</p>	<p>NurtureUK https://new.boxallprofile.org</p>
<p>Lexia (Core 5) An adaptive blended learning program that accelerates the development of literacy skills for children and young people.</p>	<p>LexiaUK https://www.lexialearning.com</p>
<p>Reading Fluency Project Targeted intervention incorporating the strategies of modelled expressive reading, echo reading, repeated re-reading, skilled questioning, challenging text selection and modelling comprehension skills to improve the trajectory of children and young people towards the expected standard in reading.</p>	<p>Herts for Learning https://hertsforlearning.co.uk</p>

Further information (optional)

At St. Thomas of Canterbury Church of England Primary School we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals, thus generating PPG status.

The Governing Body reserves the right to allocate the Pupil Premium Grant funding to support any pupil or groups of pupils the school has legitimately identified as being socially and emotionally disadvantaged.

A large proportion of any targeted group will be made up of FSM pupils.

