

Pupil premium strategy statement

This statement details St Thomas the Martyr Primary School's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 The Martyr CE
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	57 children – 26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2021 2021-2022 2022-2023
Date this statement was published	18 th October 2021
Date on which it will be reviewed	1 st October 2022
Statement authorised by	C. Roscoe
Pupil premium lead	M. Deary
Governor / Trustee lead	R. Foster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,845
Recovery premium funding allocation this academic year	£7105 estimated
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	£73950

Part A: Pupil premium strategy plan

Statement of intent

At St Thomas the Martyr it is our aim to ensure that all children have access to the same opportunities and experiences. We aim to ensure that the children in our school have the opportunity to achieve and succeed in all areas of school life. Our strategy is created with the intent to provide children from disadvantaged backgrounds with the additional support and resources needed to enable them to progress and to close the gap between them and their peers. The progress of these children is monitored with the aim to provide interventions to support the overall wellbeing of the child.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality of disadvantaged pupils is lower than their non-disadvantaged peers
2	Due to COVID school closures, the attainment gap has become wider
3	Our disadvantaged pupils start school with below average speech, language and communication.
4	Many of our disadvantaged pupils do not have access to experiences outside school that their non-disadvantaged peers do.
5	Some children are starting school with limited school-readiness and reduced wellbeing

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
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<p>To improve the attendance and punctuality of children to ensure they are experiencing the full school day.</p>	<p>The attendance of Pupil Premium children increases across the 3 years and their punctuality improves.</p> <ul style="list-style-type: none"> • Children attend regularly • Children are punctual • Parents/carers understand the importance of children attending regularly.
<p>To develop learning across the school in order to enable children who have been affected by the COVID school closures to make progress and close the attainment gap.</p>	<ul style="list-style-type: none"> • Progress of all children is regularly monitored and steps put in place to meet children's needs • Intervention groups identified each term and progress seen throughout these • Children develop key skills across Maths and Literacy and any missed skills are recapped.
<p>To ensure that pupils have access to high quality speech and language intervention and provision.</p>	<ul style="list-style-type: none"> • EYFS pupils are assessed using Welcomm • Children in need are identified and complete intervention based on their targets • Children make progress within the Welcomm framework • Referrals made to SpLT if required
<p>To provide opportunities for children to access a range of experiences.</p>	<ul style="list-style-type: none"> • Year groups have the opportunity to attend visits/have visitors into school • Residential visit to be subsidised if required • All children have new experiences • EYFS to engage in forest school provision
<p>To develop children's school readiness and provide opportunities to improve their wellbeing</p>	<ul style="list-style-type: none"> • Provision in place to develop independence of EYFS children • Parent events to provide them with the information to develop their child's school readiness • Yoga groups and Yoga extra-curricular club • Running club • A Confident Me – delivered by Deputy Head Teacher

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional class teacher for Year 4 – Tues, Wed, Thurs AM Music groups (all KS2 children) – Mon all day Music lessons – Tues, Wed, Thurs PM	Teacher works with Year 4 children in Maths and Literacy then groups of children to develop music skills across the school. Teacher provides music lessons to year groups.	2, 4
CPD for Teachers and TAs	Staff are offered CPD across the school year. Staff may be asked to attend by the head teacher and are also given the opportunity to choose their own CPD for professional development. CPD is fed back to other members of staff if required and is evaluated by the member of staff who receives the training.	2, 3
Maths Mastery (White Rose) Year 1 and 2	Year 1 and 2 are following the scheme of work. Teachers adapt the planning to ensure it is taught effectively. Children's maths skills are developed and progress is seen across all groups of learners. Intervention ns and extra support is put in place for children who may need it.	2

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA in each class to provide interventions and support	Each class has a TA to provide quality interventions.	2, 3, 5

	<p>Provision maps show the interventions that take place.</p> <p>Children make progress and develop key skills.</p> <p>Pupil Progress meetings with teachers to ascertain the progress children are making and the success of interventions taking place.</p>	
Maths Whizz Subscription	Children access Maths Whizz and enjoy using the games to develop learning.	2
Welcomm interventions across EYFS	<p>Welcomm groups are seen on provision maps and children make progress through the scheme.</p> <p>Children begin to apply the skills learnt in their play across the EYFS.</p>	2, 3, 5
Toe by toe, First Class at Maths. Plus One at Maths and other schemes required to help develop learning	<p>Children develop key skills in Maths and Literacy.</p> <p>Staff know how to follow the schemes and are confident in using them to develop learning.</p>	2
Forest School sessions for EYFS	<p>Children develop self-confidence and awareness while taking part in the sessions.</p> <p>Children are engaged in sessions and are able to take skills from their new experience into their own play.</p> <p>Children develop their speaking and listening skills.</p>	3, 4

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Head teacher to work alongside bursar to oversee and monitor attendance	<p>Head teacher monitors attendance and works alongside the bursar to ring families who have not attended.</p> <p>Meetings take place when a child's attendance does not improve.</p> <p>Home visits may take place to check on welfare of the child/children.</p> <p>Attendance officer involvement if required.</p>	1
Member of SLT to implement interventions across the school – Lego Therapy, 1 st Class	Deputy head works alongside children from different year groups to provide interventions throughout the week.	2

at Maths, Thrive, Confident Me		
Breakfast club available from 7.30am	Children have the option to attend breakfast club to enable them to be in school on time.	1, 5
Subsidised annual school residential visit for UKS2 in Year 4 and Year 6	PP children attend the trip at a reduced rate. (If trip is possible due to COVID-19).	4
Subsidised transport fees to allow for reduced cost of school trips	PP children attend the trip at a reduced rate. (If trip is possible due to COVID-19).	4
Specialist Yoga teacher	Sessions develop children's emotional health and wellbeing.	5
Snack subsidised	Children have access to toast and fruit so that they are ready to learn.	5

Total budgeted cost: £115,000

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.

Due to COVID-19, performance measures have not been published. However, as a school we assessed children using teacher judgement. This showed that many children were working below what would be expected at the end of an uninterrupted school year.

Our data shows that children were significantly affected by the school closures.

Pupil premium children (2020-2021) who were secure in their year group objectives:

Reception – 83.33% Reading, 50% Writing, 66.67% Maths

Year 1 – 14.29% (Maths, Reading, Writing)

Year 2 – 25% Reading, 0% Writing, 50% Maths,

Year 3 – 28.57% Reading, 14.29% Writing, 28.57% Maths

Year 4 – 27.27% Reading and Writing, 36.36% Maths

Year 5 – 0% Reading and Writing, 8.33% Maths

Year 6 – 0% Reading, 20% Writing and Maths

Above expected standard children:

Year 6 – 8.33% (Reading, Writing, Maths)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
A Confident Me Approach	A Confident Me

Further information

Pupil performance data at our school shows that most pupils make good progress and intervention enables children to achieve. We target this money to support those pupils eligible for the Pupil Premium who require extra support with their learning. We also use some of it to offer to support other pupils who are at a disadvantage when compared to their peers even if they are not eligible for a free school meal. In this way we ensure that this additional funding has a positive impact on learners.