



St Thomas and St Anne's CE Primary School

Pupil premium strategy statement 2022-2025

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	82
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	Annually, autumn
Statement authorised by	Hannah McGrath
Pupil premium lead	Hannah McGrath
Governor / Trustee lead	Geraint Phillips

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 23,680
Pupil premium (and recovery 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>	£23,680

Part A: Pupil premium strategy plan

Statement of intent

Here at our school, we aim for our children to have the brightest futures, each one nurtured individually to discover their unique potential. We want our children to aspire to be the best they can be and live their lives rooted in kindness, courage and respect. Our intention for our disadvantaged pupils is to achieve this aim as well as: secure key curricular subject knowledge, make good progress and achieve high attainment. We treat each and every child as an individual and are fully committed to ensuring they have every opportunity to thrive and succeed.

Our pupils in receipt of Pupil Premium face specific barriers and we have used research led approaches to the allocation of PPG combined with our in-depth knowledge of our children to provide support and guidance in overcoming these barriers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

As well as high quality teaching, we place a huge importance on the social and personal development of children as without this, academic development will never be fully realised. We believe in giving children a curriculum and additional experiences that give them a thirst for more and an understanding of the value of their own education.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped vocabulary and oral language skills have been identified as an area of challenge for 20% of our disadvantaged pupils.
2	Our assessments in reading, writing and maths indicate that the education of our disadvantaged pupils has been impacted by the school closures and the COVID pandemic and that there are gaps in children's phonological knowledge which has a direct impact on their ability to read, spell and write effectively. There are also gaps in children's mathematical knowledge.
3	Our observations and assessments indicate the need for a tailored pastoral care to support the wellbeing and social, emotional and mental health needs of pupils
4	There is a gap in attendance between our disadvantaged and non-disadvantaged children. Attending school regularly has a direct impact on children's achievement and narrowing the gaps in their knowledge.

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
Children in receipt of pupil premium will have improved oral language skills and vocabulary.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment and parental views.
Improved attainment for pupils in receipt of pupil premium grant funding in reading, writing and maths.	Key Stage 2 outcomes in 2024/2025 demonstrate that the attainment gap in reading, writing and maths has been reduced between our disadvantaged pupils and all pupils
Pupils emotional and mental health needs are met and receive the necessary support when required.	All pupils feel safe and happy at school, maintaining a positive attitude towards their learning, and build positive relationships with their peers and staff members.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/2025 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils to be greater than 97% the attendance gap between disadvantaged pupils and their non-disadvantaged peers to be narrowed.

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: £ 5305

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality effective teaching is consistent across the school. Teaching enables children to make changes to their long-term memory through retrieval approaches. Teachers understand how knowledge is transferred to long term. Thinking Matters CPD – metacognition.	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supported by the EEF Toolkit .	2
We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2
Purchase web based programmes that can be used at home and school: <ul style="list-style-type: none"> • TTRS • Spelling Shed, • Accelerated Reader • Nessy 	Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. EEF Using Digital Technology to Improve Learning	2
Purchase of subscriptions to high quality schemes of work - White Rose Maths, Literacy Tree Scheme of Work, Scarf	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. <i>Teachers should have deep and fluent knowledge and flexible understanding of the content they are teaching and how it is learnt, including its inherent dependencies. They should have an explicit</i>	2, 3

PSHE Scheme of Work.	<i>repertoire of well-crafted explanations, examples and tasks for each topic they teach.</i> (EEF, 2020) EEF Great Teaching Toolkit	
Purchase of standardised diagnostic NTS assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct	2
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £ 27,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group or 1:1 sessions led by experienced TAs based on teacher directed structured interventions in reading, writing, maths and emotional and social wellbeing.	Regular additional sessions in to be used to support, pre-teach, consolidate and address misconceptions and support pupils in 'closing the gap'. This approach has been used successfully previously and is supported by evidence from other schools and EEF in having a positive impact on learners.	1, 2, 3
Engagement in the National Tutoring Programme with a particular focus phonics and maths	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
Talk Boost programme delivered by trained TAs to improve listening, narrative and vocabulary skills for disadvantaged pupils	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2

who have relatively low spoken language skills.		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
An ELSA trained member of staff will be deployed to work with identified pupils with a focus on improving their social and emotional needs.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	3, 4

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

Budgeted cost: £ 489

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on relational behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3, 4, 2
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

and persistent absence.		
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Total budgeted cost: £ 33, 564

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As a school we assess pupils using standardised tests and other assessments including:

- NTS standardised assessments
- GAPS standardised assessments
- Accelerated Reader reading data
- Teacher assessments.

Outcomes:

- Of the children who received pupil premium during the academic year 2023-24:
 - 93% made expected or better than expected progress in Reading
 - 86% made expected progress or better in Writing
 - 79% made expected progress or better in mathematics.
- 50% of disadvantaged pupils received support from our Emotional Literacy Support Assistant or benefited from emotional and wellbeing support from a TA.
- Attendance of pupils in receipt of pupil premium increased in the academic year 23-24 from 88.8% in 22-23 to 92.5%. Whole school attendance reached 95.8%.

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
Bug Club Phonics	Pearson Education
Bug Club Rapid Phonics (KS2)	Pearson Education
Accelerated Reader	Renaissance Learning
Times Table Rock Stars	Maths Circle
Ed Shed	Education Shed Ltd
White Rose Maths	White Rose Maths
Nessy	Nessy Learning

