

Pupil premium strategy statement – Thomas’s 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	220
Proportion (%) of pupil premium eligible pupils	29.5%
Academic year/years that our current pupil premium strategy plan covers	3 years: 22 - 23, 23 - 24, 24 - 25
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Suzanne Kelly Head Teacher
Pupil premium lead	Ben Kilgannon
Governor / Trustee lead	Sam Merullo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (22-23)	£87,976.75
Recovery premium funding allocation this academic year (22-23)	£8,420.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0.00
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>	£96,396.75

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Our attendance data since returning from COVID indicates that overall attendance has dipped and attendance among disadvantaged pupils has significantly dipped with many children being persistently absent.
3	Our tracking of behaviour , observations and discussions with parents and children indicates social and emotional issues for many pupils which have resulted in defiance, physical aggression, disengagement from learning and sometimes school and verbal aggression. These challenges particularly affect disadvantaged pupils including their attainment.

4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
5	Absences due to COVID have impacted children in receipt of Pupil Premium disproportionately compared to their peers. There are gaps in children's learning and catch-up is required.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Reception outcomes indicate that Communication and Language attainment does not prevent children achieving GLD. Disadvantaged children's internal spoken language assessments show expected and accelerated progress term on term across the school.
Improved English and maths outcomes for cohort in Y1 (22-23) and for those in receipt of PP across the school.	For children in Y1 (academic year 22-23) who did not meet GLD in Reception to catch up in English and maths subjects by the end of Spring 2. (Repeat this activity for the Reception class in the following year where there are additional needs.) For PP children to make accelerated progress where progress has been slow to allow for catch-up.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	For all disadvantaged children to attend school at least 96% of the time.
Improved reading attainment among disadvantaged pupils	Phonics screening and Reading outcomes of disadvantaged children should be in line with their peers in years' 22-23, 23-24, 24-25.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant reduction in serious behaviour incidents - recorded on Cpoms. • improved progress.

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: **£15,887**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Training for all staff and access to support from Read Write Inc. This supports the explicit teaching of phonics in phonics lessons but also supports children with their reading, writing and spelling in a consistent way.	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>The EEF toolkit reports a positive overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	5
Whole staff training on attachment and trauma with the aim of developing our school ethos and improving behaviour across school.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (education endowment foundation.org.uk)</p>	3
Purchase of standardised diagnostic assessments (PUMA/PIRA tests)	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	5
Positive Handling (Team Teach) 3 staff Level 1 (6 hours training)	<p>Strategies to de-escalate challenging situations and reduce the need for physical intervention. This will support good relationships, equipping staff to manage distressed behaviours and conflicts safely and respectfully.</p> <p>https://www.teamteach.co.uk/about-us/</p>	3
Maths Mastery access and cover for Maths lead	<p>A previous EEF independent RCT evaluation found that Year 1 pupils who received Mathematics Mastery made an average of +2 months' additional progress in maths compared to children in comparison schools. The EEF later commissioned FFT Education Data Lab to run a QED design study using NPD data, as part of a pilot of an Education Data Service. This evaluation contained around 400 schools who joined the programme from 2012–2018, and looked at KS1 outcomes in 2017 and 2018. The schools in the study had a higher proportion of disadvantaged pupils on average than other schools. These results added to</p>	2

	<p>the picture from the RCT, suggesting that pupils in primary schools which used Mathematics Mastery were more likely to be 'working beyond the expected level', equivalent to +2 months' additional progress. Together, these findings are promising for impact on pupils at KS1.</p>	
Provision Map	<p>The use of Provision Map allows staff to maintain an overview of the provision and interventions used with different groups of pupils, including Pupil Premium, and provide a basis for monitoring the levels of intervention as well as the outcomes from different interventions.</p> <p>Provision map follows the graduated approach of Assess Plan Do Review which is recommended by the SEND code of Practice (2014) in chapter 6.44-6.56.</p> <p>NASEN Review of Provision Map:</p> <p>https://www.provisionmap.co.uk/wp-content/uploads/2018/06/Provision-Map-Review-by-Nasen.pdf</p>	1,3,5
Edshed and Lexia technology	<p>Edshed - Children from Year 1 -6 can access at home and at school. All children have access to Edshed which includes phonics, spelling and maths activities.</p> <p>https://www.edshed.com/en-gb/</p> <p>Lexia - children are selected based on their progress and attainment from Y2-6. These are reviewed at pupil progress meetings. Children have access to literacy activities based at their level of attainment. They access at home and school with follow up targeted interventions delivered by LAs.</p> <p>EEF research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers:</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</p>	5
Educational Psychologist	<p>9 days per academic year.</p> <p>Termly Planning meetings to discuss the needs of the school CPD and parent workshops.</p> <p>Educational Psychologist provides a tracker detailing research led training and advice provided to staff.</p>	2, 3 and 5
Words First: Speech and Language Therapist	<p>Termly Planning meetings to discuss the needs of the school CPD and parent workshops.</p> <p>Therapist produces a yearly impact report.</p> <p>The RCSLT and NAHT (2020) set out Guidance for education settings on commissioning (buying in) speech and language therapy service. This has been a useful guide to help: ensure that the provision is benefitting all; highlights potential risk factors such as</p>	1, 2, 4 & 5

	<p>budget and getting the right level of support for your school. It recommends that schools regularly audit the SCLN needs and have regular meetings with the SaLT to ensure you have the right level of provision.</p> <p>https://www.rcslt.org/wp-content/uploads/media/docs/Education-Guide_Final.pdf</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£26,481.75**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NELI sessions for Reception aged children</i>	<p>NELI is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	1
<i>Talk Boost</i>	<p>Talk Boost KS1 is a targeted intervention for 4-7 year old children with language that is delayed, including children in Reception classes. The programme is delivered in primary schools by classroom teachers and teaching assistants and provides a structured programme that boosts children's progress in language and communication by an average of 9 - 18 months after a ten week intervention.</p> <p>https://speechandlanguage.org.uk/media/4335/talk-boost-interim-report-29-may-2012-sluk.pdf</p> <p>Talk Boost Series – Analysis of Online Tracker Scores:</p> <p>https://speechandlanguage.org.uk/media/4367/sluk-tb-data-statements-0311.pdf</p>	1
<i>Words First: Speech and Language Therapist</i>	<p>There are over 1.4 million children and young people that have communication difficulties in the UK (Bercow: Ten Years On, 2018:4). Early identification and intervention is key. Bercow: Ten Years On report (2018), found that too many children were being missed and that it was important for the Speech Language and Communication Needs (SLCN) to be spotted early to ensure the right level of support. Our aim is to ensure we can identify needs early and help our children reach their full potential. Our primary area of need on the SEND register is SLCN.</p>	1, 2, 4 & 5

	<p>A Speech and Language Therapist was commissioned to work onsite one day a week to provide the following support:</p> <p>Targeted Level</p> <ul style="list-style-type: none"> → Identified and train Learning Assistants to deliver group interventions such as KS2 Language Group, Talk Boost, Blanks Level, Phonological Awareness and Talk About Programme. <p>The Education Endowment Foundation (EEF) guidance report on Making the Best Use of Teaching Assistants states that ‘<i>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months</i>’. (EEF, 2021:P11)</p> <p>Specialist Level</p> <ul style="list-style-type: none"> → 1:1 specialist sessions per week - assessments are completed termly, targets are set and tracked by a therapist. Staff and Parents are provided with progress report. → 10 minute RAPT assessment on every child entering Reception. → Year 1 Literacy Screening and intervention delivered by therapist <p>The RCSLT and NAHT (2020) set out Guidance for education settings on commissioning (buying in) speech and language therapy service. This has been a useful guide to help: ensure that the provision is benefitting all; highlights potential risk factors such as budget and getting the right level of support for your school. It recommends that schools regularly audit the SCLN needs and have regular meetings with the SaLT to ensure you have the right level of provision.</p> <p>https://www.rcslt.org/wp-content/uploads/media/docs/Education-Guide_Final.pdf</p>	
<p><i>JCT support and training for targeted interventions delivered by Learning Assistants</i></p>	<p>The Joint Communication Team (JCT) from H&F Local Authority delivered training to help identify children requiring support with SLCN. We are currently trialling the Communication Trust Progression Tools to help with early identification of the level of intervention required. A Learning Assistant was trained to administer the assessment. The progression tools helped to identify which area(s) of speech, language and communication needs children and young people may need support with. The implementation of this tool led to developing an action plan for targeted and universal intervention working in partnership with the JCT advisor. As well as identifying which children required further assessment from the Speech and Language Therapist. It is important to note that it is ‘<i>not a diagnostic tool</i>’ and does not replace the assessments and interventions a speech and language therapist can deliver. Hence the importance of continued support from Words First to carry out further assessments.</p> <p>https://speechandlanguage.org.uk/media/3550/pages-from-age-5-6-progression-tool-sample-1.pdf</p>	<p>1 & 5</p>

<p><i>Adult-led interventions following a programme called Lexia to improve reading and spelling skills for disadvantaged pupils who have relatively low skills in these areas.</i></p>	<p>Children are identified from each class from Y2-6. This selection is based on progress and attainment and is discussed at pupil progress meetings with class teams. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</p>	<p>1, 4 & 5</p>
<p><i>Educational Psychologist</i></p>	<p>9 days per academic year.</p> <p>Termly Planning meetings to discuss the needs of the school and Educational Psychologist provides a tracker detailing research led support and intervention. The Educational Psychologist supports the school by:</p> <p>Targeted Level</p> <ul style="list-style-type: none"> → Teacher and Learning Assistant consultations e.g. learning behaviours → Intervention training for Learning Assistants e.g. VIG → SEMH e.g. ELSA support <p>Specialist Level</p> <ul style="list-style-type: none"> → individual observations and assessments → develop action plan for specific pupils e.g. school avoidance → contribute to the support for EHCP children e.g. VIG <p>https://enquire.org.uk/asl/whats-role-educational-psychologists/ https://edpsy.org.uk/about/educational-psychology/</p>	<p>2, 3 & 5</p>
<p><i>Small group writing lessons led by the Deputy Head Teacher for a group of Year 6 pupils</i></p>	<p>From the EEF: Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year according to the EEF.</p>	<p>5[1]</p>

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

Budgeted cost: **£54,028.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club provision for children on PP, who unofficially act as a carer, who are regularly late, who require this to support their behaviour.	The EEF have found that Breakfast Clubs boost primary pupils' reading, writing and maths. https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	1,2,3,4
ELSA support for children with social, emotional and behavioural needs	The average impact of successful Social and Emotional Learning interventions is an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Whole staff training on behaviour management, attachment theory and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Training and research supported us to rewrite our behaviour policy and implement training for staff. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=site_search&search_term=behaviour%20atta https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Improving_Behaviour_in_Schools_Evidence_Review.pdf?v=1679660902	3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training, time for staff (Deputy Head Teacher and Senior Administrator) to develop and implement new procedures with support from Local Authority attendance/support officers to improve attendance.	Persistent absence is an immediate issue facing schools across the country. According to recent data, almost one in four pupils missed more than 10 percent of sessions in the autumn term of 2021, and 1.4 per cent of pupils missed at least 50 percent of sessions. The EEF reports that these pupils are disproportionately more likely to come from socio-economically disadvantaged backgrounds. So tackling persistent absence is an important part of improving education outcomes for this group. https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils	2

Total budgeted cost: £96,396.75

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To ensure all staff working with children are aware of their personal circumstances and needs an introductory meeting is held with staff teams led by the assessment coordinator and members of SLT. This meeting is an opportunity to discuss the micro-groups within the class and specific strategies which could be deployed immediately to support the outcomes of pupils - including those from disadvantaged backgrounds.

This preliminary meeting is an effective way to alert teaching staff to the needs of pupils and ensure support is in place to best support the needs of the pupils from the start of the academic year.

Throughout the school year there are three assessment deadlines which teachers must meet in relation to the outcomes for their class. These begin at the end of each of the academic terms.

Both teacher assessment and summative assessment papers are used to support teacher assessment which is logged on our schools assessment platform. This assessment information goes through several stages of moderation before being approved and then analysed by the assessment lead.

In the assessment particular micro groups are focused on, particularly those from disadvantaged backgrounds. We compare the outcomes and progress of disadvantaged pupils and use a range of metrics including measuring attainment and steps progress between terms.

At the start of each new academic term this assessment analysis is used in pupil progress meetings with staff teams. We highlight disadvantages pupils progress and outcomes and with the class teacher plan support, interventions and next steps to support their learning moving forward. For example, we may identify disadvantaged pupils struggling in Maths and therefore facilitate same day interventions for those pupils to ensure their secure understanding of topics.

The support we put in place for disadvantaged pupils is routinely checked and adjusted to support the ever-changing needs of the pupils.

Using data from IDSR we have identified that pupils from disadvantaged backgrounds are making less progress in writing than other micro groups throughout the school. To support the increase in their outcomes we have decided upon several actions:

- Selection of topics and texts which interest and support disadvantaged pupils
- Completion of teaching and learning review into English to identify areas for development
- Smaller group teaching in some year groups
- Adaption to the weekly teaching of English to include independent SPAG lessons.

Academic data:

Per class comparison and overview

Summer 2 2021/22	Spoken language		Reading		Writing		Maths	
	At+	>> Above	At+	>> Above	At+	>> Above	At+	>> Above
Y1 (30)	27 (90%)	0	25 (83.3%)	10 (33.3%)	26 (86.7%)	3 (10%)	28 (93.3%)	0
Y1 PP (7)	5 (71%)	0	3 (42%)	2 (28%)	3 (42%)	0	6 (85%)	0
Y2 (30)	24 (80%)	10 (33.3%)	23 (76.7%)	14 (46.7%)	21 (70%)	4 (13.3%)	22 (73.3%)	9 (30%)
Y2 PP (8)	4 (50%)	3 (37%)	3 (37%)	3 (37%)	3 (37%)	2 (25%)	3 (37%)	2 (25%)
Y3 (30)	18 (60%)	4 (13.3%)	21 (70%)	4 (13.3%)	19 (63.3%)	1 (3.3%)	18 (60%)	1 (3.3%)
Y3 PP (10)	4 (40%)	0	5 (50%)	0	5 (50%)	0	4 (40%)	0
Y4 (29)	20 (69%)	10 (34.5%)	21 (72.4%)	11 (37.9%)	16 (55.2%)	3 (10.3%)	21 (72.4%)	5 (17.2%)
Y4 PP (9)	5 (55.6%)	2 (22.2%)	6 (66.7%)	3 (33.3%)	5 (55.6%)	0	4 (44.4%)	0
Y5 (26)	21 (80.8%)	0	22 (84.6%)	0	15 (57.7%)	0	22 (84.6%)	0
Y5 PP (9)	6 (66.7%)	0	7 (77.8%)	0	4 (44.4%)	0	7 (77.8%)	0
Y6 (29)	24 (82.8%)	0	18 (62.1%)	0	19 (65.5%)	0	23 (79.3%)	0
Y6 PP (13)	12 (92%)	0	8 (61%)	0	9 (69%)	0	10 (76%)	0

Whole school comparison:

Summer 2 2021/22	Number	Spoken Language	Reading	Writing	Maths	Average
All	174	133 (76.4%)	129 (74.1%)	116 (66.7%)	134 (77%)	128 (73.6%)
		24 (13.8%)	39 (22.4%)	18 (10.3%)	18 (10.3%)	24.75 (14.2%)
Pupil Premium	56	36 (64.3%)	32 (57.1%)	29 (51.8%)	34 (61%)	32.75 (58.55%)
		5 (8.9%)	8 (8.9%)	2 (3.6%)	2 (3.6%)	4.25 (6.25%)

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
Spelling/Phonics/Maths Shed	Edshed