

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



This statement details our school's use of pupil premium (and recovery premium) funding for the **2022 to 2023** 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 Junior School
Number of pupils in school	302
Proportion (%) of pupil premium eligible pupils	16.2 % (49 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£56,785
Recovery premium funding allocation this academic year	£4,768
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	£61,553

Part A: Pupil Premium Strategy Plan

Statement of Intent

At St Thomas of Canterbury Church of England Junior 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.

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 vision – *“Realising the potential of every child within a caring, Christian community.”*

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.

Challenges

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

Challenge number	Detail of challenge
1	Staff awareness of pupil premium pupils and strategies for success when compared to non-disadvantaged.
2	Lack of fluency in literacy and numeracy.
3	Limited parental engagement in school and learning resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition.
4	Low levels of quality presentation in books and homework completion for pupil premium pupils.
5	Attendance of pupil premium pupils is below that of non-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>Provide personalised, targeted pastoral support for individual pupil premium 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>Children will be identified based upon SEMH needs and possible external agencies support e.g. Kids Inspire. Referrals will result in active support or therapy for identified children. Specific social and emotional support for identified disadvantaged individuals and their families. Children will be engaging with the Zones of Regulation approach in order to better self-regulate their emotions independently. 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>Progress in Maths and English; Pupil premium learners 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. Disadvantaged achieve at least in line with national. Rigorous testing process in place to identify any needs for intervention. Effective use of challenges in maths lessons. 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. 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. Uniformed organisations will be available for PP children. 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. Reduced anxiety for child and family enabling children to be in a better place</p>

	/mind-set to access the teaching and learning opportunities on offer.
Ready to Learn: Pupil Premium learners are punctual, equipped and ready for school.	Equipment, such as stationery is provided to PP learners where needed. Teaching staff are quick to liaise with PP lead to ensure that any lack of equipment is quickly resolved.
To ensure attendance for disadvantaged children is in-line with non- disadvantaged children.	Attendance will be in line with national non-disadvantaged pupils at 96.5%.

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: **£19,451**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure quality teaching and learning across the school to be at least good with most outstanding.	“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 Report, 2011)</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 2014) 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: **£30,013**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group intervention programs with lead TA, 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: **£12,089**

Activity	Evidence that supports this approach	Challenge number(s) addressed
All year groups provide family learning opportunities to empower parents 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 report (2015) 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	Social and emotional interventions have an identifiable and valued impact on	1, 2, 3, 5

identified disadvantaged individuals and their families post lockdown.	attitudes to learning and social relationships in school. They have an average overall impact of four months additional progress on attainment.	
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Total budgeted cost: £19,451 + £30,013 + £12,089 = **£61,553**

Part B: Review of outcomes in the previous academic year (2021-22)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

PPG Data Progress 2021 - 2022

Steps made across the academic year 2021-2022			
Year Group		6	
Number of Pupils		9	
Subject	All	Non-PPG	PPG
Reading	7.1	7.2	6.5
Writing	6.9	7.1	6.1
Maths	6.7	6.7	6.9

Steps made across the academic year 2021-2022			
Year Group		5	
Number of Pupils		11	
Subject	All	Non-PPG	PPG
Reading	6.1	6.0	6.8
Writing	6.3	6.2	6.9
Maths	6.3	6.3	6.1

Steps made across the academic year 2021-2022			
Year Group		4	
Number of Pupils		10	
Subject	All	Non-PPG	PPG
Reading	6.1	6.1	6.8
Writing	6.6	6.5	7.6
Maths	6.1	6.1	6.1

Steps made across the academic year 2021-2022			
Year Group		3	
Number of Pupils		14	
Subject	All	Non-PPG	PPG
Reading	6.1	6.3	5.3
Writing	5.4	5.6	4.9
Maths	6.2	6.3	5.9

Attendance Data 2021 - 2022

National Attendance Expectation 2021-22:	95.6 %
Whole School Attendance 2021-22:	93.6 %
School Disadvantaged Attendance 2021-22:	89.7 %
School Non-Disadvantaged Attendance 2021-22:	93.0 %

Please note, attendance data for 2021-22 continues to be impacted by the COVID-19 Pandemic.

Outcomes 2021 - 2022

We made a total of 15 referrals for assessment to **Kids Inspire**. 15 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.

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 2022/23 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 78 club sessions were accessed by our pupil premium pupils across the 2021-22 academic year.

2021-22 welcomed the return of educational visits offsite. A total of 52 pupil premium pupils accessed these opportunities using pupil premium funding.

A total of 34 pupil premium pupils accessed school-based swimming lessons using pupil premium funding.

Subsidised Residential Educational Visits:

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

7 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 were offered weekly group tutoring in English and maths across the 2021-22 academic year. Group sizes varied depending on ability and

expected outcome. Sessions were offered in 6 to 10 week blocks. One child with significant and complex SEND needs was withdrawn from tutoring and support provided through targeted intervention delivered within class by the class teacher and named adult support.

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
The Boxall Profile Assessment Framework for children and young people's social and emotional aptitudes.	NurtureUK https://new.boxallprofile.org
Lexia (Core 5) An adaptive blended learning program that accelerates the development of literacy skills for children and young people.	LexiaUK https://www.lexialearning.com
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.	Herts for Learning https://hertsforlearning.co.uk

Further information (optional)

At St. Thomas of Canterbury Church of England Junior 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.

