



**St. Thomas's**  
CE Primary School

# Pupil Premium Statement

2018

# The Pupil Premium Grant

‘The pupil premium is paid to schools as they are best placed to assess what additional provision their pupils need.’

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil premium funding is paid to schools according to the number of pupils who have been:

- registered as eligible for free school meals (FSM) at any point in the last 6 years
- looked after for 1 day or more or were adopted from care on or after 30 December 2005

In the 2017 to 2018 financial year, schools will receive £1,320 for each primary-aged pupil eligible for FSM at any point in the last 6 years and £2,300 for each ‘looked-after’ child.

At St Thomas’s C E Primary School the funding for the financial year 2017 – 2018 is **£63,780**. For the forthcoming financial year (2018– 19) the allocation is **£60,040** based on the number of pupils eligible for Pupil Premium Funding.

## Objectives

To provide:

- High quality teaching and learning to enable disadvantaged children to 'close the gap' when compared to their peers
- Wider enrichment experiences
- Individualised learning opportunities where appropriate.

## Nature of Support

At St Thomas's C E Primary School, there is a tailored package of interwoven support which emerges from our 'core practices' which is used to tackle any barriers to learning and close the gap between disadvantaged pupils and their peers as well as providing wider enrichment experiences.

Nature and frequency of support is determined by pupils' identified needs, following half-termly pupil progress meetings with class teachers and tracking systems monitored by the Head Teacher and SLT.

Areas of identified spending will include in-house and bought-in professional services which focus on pastoral support and focused teacher support.

This approach is supported by the research paper, supporting the attainment of disadvantaged pupil: articulating success and good practice produced by the National Foundation for Educational Research which identifies several building blocks to success in regards to PP spend. The reports states: 'more successful schools tended to have more extensive social and emotional support strategies in place, including developing close links with mental health services, creating a 'social care' hub within the school, providing counselling services and parent liaison staff, alongside teaching and learning interventions.'

### Main barriers to Learning:

Low levels of engagement in the areas of CLL and Physical Development, especially in Early Years

### Actions:

- Staff are well trained and qualified to deliver a range of programmes in order to address this gap in the nursery children joining school in Reception. These include:
  - Active Cumbria
  - Forest school
  - Workshops for Parents on Phonics and reading
  - Talk Boost
- This area is a focus for our own Nursery children
- The EYFS provision and environment is regularly monitored and updated in order to address specific needs.

<p>Low attendance.</p>	<ul style="list-style-type: none"> <li>• Children with low attendance are identified and support put in place, where appropriate, to increase attendance.</li> <li>• Pastoral Support Manager will have meetings with families where necessary to ensure good attendance and punctuality.</li> <li>• Individual Action Plans implemented when attendance falls below 95%</li> <li>• Outside agencies will be involved in some cases.</li> </ul>
<p>Emotional and social wellbeing. Lack of emotional stability can have a negative impact on the attainment and progress of pupils</p>	<ul style="list-style-type: none"> <li>• Individual children identified as suffering from emotional and/or social issues will have support put in place. Where appropriate, this may be 1:1 sessions with trained staff/school counsellor</li> <li>• Whole school strategies on emotional and social wellbeing are being implemented throughout the school.</li> <li>• We deliver Character education through our school values and Promises Curriculum strongly linked to the Church of England's Vision for Education – Life in all it's Fullness</li> <li>• All staff have received training on The Anxious Child and Trauma &amp; Attachment Issues.</li> <li>• We use Commando Joe's resources to enhance our curriculum</li> </ul>
<p>Lack of educational stimulus outside of the school.</p>	<ul style="list-style-type: none"> <li>• At St Thomas's we aim to provide a wide variety of enrichment through high quality educational visits and our Promises Curriculum. This will ensure that all children, including Pupil Premium children, will benefit from positive educational stimulus outside of the classroom.</li> </ul>
<p>Aspirations for future education/careers</p>	<ul style="list-style-type: none"> <li>• We believe that all children need to have positive and high aspirations for the future. We provide an enriched curriculum which is driven by the distinct needs of our children.</li> <li>• Through our bespoke Promises Curriculum we engage children in high quality educational visits and experiences.</li> <li>• The vision of the school including the school motto encourages children to aspire to always do their best – Believe, Achieve, Succeed</li> </ul>
<p><b>Planned expenditure</b></p>	
<p><b>Academic year</b></p>	<p><b>2018/19</b></p>

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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review of implementation?</b>
Improve staff understanding of social, emotional and mental health issues in children through a whole school approach to Growth Mindsets	Programme of CPD for all staff. Training for Inclusion Manager; SENCO and Learning Mentor	Growth Mindsets is a research based strategy that has proved effective in a range of settings. Whole school CPD ensures consistency of approach. Emotional and mental health issues are barriers to attainment and progress for some pupils, especially disadvantaged groups	The effectiveness of the whole school approach will be monitored in lesson observations and professional discussions. The impact on groups and individuals will be evidenced in behaviour logs and pupil progress meetings	SLT Inclusion manager	Feb 2018
Improve staff understanding of provision for more able pupils.	Programme of CPD for all staff on using independent learning strategies; open questioning and developing higher order thinking skills to enhance quality first teaching.	National Research and current work in school has shown the effectiveness of using independent learning strategies, open questioning and developing higher order thinking skills to enhance quality first teaching approaches. As a result, attainment and progress will be accelerated showing a high and moderate impact for low cost. These approaches will be used to enable more able pupils to achieve 'greater depth' by the end of Year 6 in reading, writing and mathematics.	The impact of training on classroom practice will be monitored through book scrutiny and lesson observations. There will be a positive impact on the number of children eligible for pupil premium attaining greater depth in reading, writing and mathematics	SLT	Feb 2018
Close the attainment gap between children eligible for pupil premium and other pupils at KS2	Additional small group work provided by an NQT and teaching assistants; one to one and small group precision teaching.	Short regular sessions additional to normal teaching. One to one and small group precision teaching has been evidenced to provide moderate impact if planned to complement quality first teaching	There will be assessments before and after each intervention to ensure effectiveness. Planned with class teacher using a structured programme.	SLT	April 2018

Increase the progress of those eligible for PP in reading writing and maths across Key Stage 2 but particularly in Lower Key Stage 2 to address gaps	Appointment of new members of staff. Increase the number of additional First-Hand Learning opportunities for pupils that will improve the focus	Result of pupil progress meetings and outcomes from 2017 show that lower KS2 teaching and learning needed further improvement. Appointment of new staff with a focus on improvement has been implemented	Additional training for members of staff. KS2 Teaching and Learning Review in February. Key driver for our School Development Plan (SDP) and incorporates regular reporting mechanisms with Governor involvement.	MC SLT JH (mentor for NQTs)	Feb 2018
<b>Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review of implementation?</b>
Ensure PP pupils with SEN/D meet expected progress targets in reading, writing and mathematics. Ensure pupils with additional needs meet targets in learning plans.	Provide additional teaching provision for PP children with SEN. Additional teaching assistant interventions and one to one support in reading writing and mathematics.	Additional teaching and learning opportunities from teachers and teaching assistant's demonstrate moderate impact, particularly if planned to complement quality first teaching and when a structured, time-limited programme is used.	Provision will be mapped termly on a costed provision map. There will be assessment both before and following all interventions. Pupil attainment and progress will be monitored termly at pupil progress meetings.	CT SLT	Assessment data will be monitored to ensure that progress is made after each intervention. Learning plans will be reviewed each term. Pupil progress meetings will be held with SLT
Ensure targeted pupils achieve age expectation in reading, writing and mathematics. Ensure targeted pupils achieve greater depth in writing and mathematics. Focus on HA-PP children	Additional teaching and learning opportunities including teaching assistant support for Year 6 to enable one to one and small group tuition, including additional teaching and learning opportunities for more able pupils.	Additional teaching and learning opportunities from teachers and teaching assistants to demonstrate moderate impact particularly if planned to complement quality first teaching and when a structured, time-limited programme is used. These approaches will be used to enable more able pupils to achieve 'greater depth'.	There will be assessment before and following all interventions. Pupil attainment and progress will be monitored 6 weekly at pupil progress meetings. Teachers will conduct a case study of the effectiveness of provision for a more able child	Subject leaders, Head and SLT	Assessment data will be monitored to ensure that progress is made after each intervention. Monitoring will also be conducted through the monitoring cycle
<b>Other Approaches</b>					

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review of implementation?</b>
All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn. (This will be measured through SDQs and by monitoring behaviour logs)	Children to have access to a range of targeted interventions including nurture groups, targeted social groups and an outdoor intervention (forest school) for children in EYFS and KS2 operating alongside a whole school approach to Growth Mindsets. Children also have access to Pastoral Support Manager as and when required.	Previous experience within school informs that the use of research based therapeutic interventions support the social, emotional and mental health needs of a large number of children. It has been demonstrated that disruptive behaviour of children in the class room, caused by anxiety and stress, has significantly reduced capacity to promote a calm and meaningful environment for all children.	Monitoring will ensue through evaluating parent and pupil voice questionnaires. SDQs will be used before and after all interventions and behaviour logs will be monitored to ensure that positive behaviour is enhanced across school.	Class teachers, SLT	Review SDQs and parent and pupil voice after each intervention. Termly monitoring of behaviour logs and learning walks shared with SLT on a termly basis.
Increase the rate of attendance for those eligible for the grant.	Employment of a Pastoral Support Manager to develop family attendance, learning and well-being support.	Some attendance is not always as strong as it could be due to environmental factors affecting a child's health and well-being.	Monitored by Pastoral Support Manager and regularly reported to the Governors. One of the appraisal targets for Pastoral Support Manager.	MC	Half termly
Increased involvement in sports and targeted motor skill development increasing fitness levels across the school	Provide enhanced access to before-school and after-school sports provision for targeted pupils by increasing the number of opportunities available	Though the impact of sports participation is thought to be low by EEF we feel that the ethos of the school is built upon team and individual learning behaviour skills that enable children to access their learning in a calm and intelligent manner.	Through the result of competitive team sports will hopefully be successful, the key judgement will be in terms of how the children approach their work in a calm and resilient manner.	PE Subject Lead MC	July 18
Access to educational visits for all	To ensure that all children are able to attend the residential visits by subsidising these	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.	Take up of this subsidy will be monitored by the School Office Manager finance committee.	MC DW Governors	April 18

<p>Increase the opportunity for pupils to attend residential adventurous activity courses</p>	<p>Leadership Award for Year 5. Adventure activities for Year 3 and all years through forest school</p>	<p>The impact of outdoor activities is well documented in a number of case-studies showing that for disadvantaged pupils, greater gains are made in academic learning when they are faced with new challenges in adventurous settings. The school applies such learning to the school environment e.g. developing growth mindsets which improves co-constructed learning and outcomes.</p>	<p>The annual report to the Governing Body incorporates the use of the grant for this purpose.</p>	<p>MC SLT Governors</p>	<p>July 2018.</p>
<p>Ensure that the capacity of families to parent well will be increased through early intervention, close working with all agencies and additional in school support.</p>	<p>Utilise the Pastoral Support Manager in an outreach role in order to support families in an early intervention by providing one to one and small group parenting advice (including the Positive Parenting Course.) Inclusion Manager to establish and maintain effective relationships with all families requiring additional support in order to enhance and maintain parenting capacity through the TAF process.</p>	<p>Research has demonstrated that children make good progress in school when they are supported by an effective family network providing good quality parenting and ensuring that physical and emotional needs are met. Children who are not safe and settled in a nurturing environment are known to attain less well in school than their peers. Research shows that positive home school partnerships enhance the quality of learning for all children.</p>	<p>Monitoring will consist of the evaluation of parent and pupil voice questionnaires. The outcome of outreach work will be evaluated by the Headteacher and the Inclusion Manager will monitor and evaluate the outcome of TAF plans and other interventions. The quality of the schools work with parents as partners will be assessed and evaluated.</p>	<p>MC CT SLT</p>	<p>This strategy will be reviewed by the SLT on a termly basis and the outcomes will be reported to the Governing Body on a termly basis.</p>
<p>Parents and children who are eligible for pupil premium will be supported to enhance aspirations.</p>	<p>Schools work with parents as partners; outreach work and signposting will continue to support parents to enter the work force and access further training. Volunteering opportunities in school will be used to encourage parents to engage and build confidence. The school will continue to host community learning opportunities.</p>	<p>Working effectively with parents enabling them to support their children's learning has proved to be an effective way to raise aspiration in children and their parents. Experience in school has demonstrated that working with parents in EYFS has benefits on language acquisition and enhances learning attitudes and behaviours. Parents who are engaged effectively in society are known to be more effective at raising aspiration and expectations with their own children, in turn enhancing progress and attainment.</p>	<p>Monitoring will consist of the evaluation of parent and pupil voice questionnaires. The outcome of outreach work will be evaluated by the Inclusion Manager. The progress and attainment of all children eligible for pupil premium will be enhanced.</p>	<p>MC CT SLT</p>	<p>This strategy will be reviewed by the SLT on a termly basis and the outcomes will be reported to the Governing Body on a termly basis.</p>

Eligible pupils will have the same opportunities for enrichment activities as other pupils	Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school, including music tuition and theatre trips	Research has shown that a lack of opportunities can impact on capacity to learn and understand through lack of varied life experiences. Increasing opportunities to engage in and encouraging children and families to take part in a range of enrichment opportunities such as music tuition, trips and family activities.	Children engaging in a range of enrichment opportunities will be logged and tracked on class tracking sheets. SDQs will be completed regularly in order to measure impact over time and the parent and pupil voice will be used to inform the program of events and activities.	SLT Class teachers	This strategy will be reviewed annually.
To increase the multi-cultural understanding of children in receipt of pupil premium and reduce the impact economic disadvantage.	Provide funding for eligible children in Year 5 to attend residential trips to Halifax in order to develop understanding of life in another culture	Learning from other cultures has been shown to build a sense of tolerance and respect well as increasing multi-cultural awareness and understanding. Funding allows all children who wish to participate to do so.	Monitoring will consist of the evaluation of parent and pupil voice questionnaires	NW MC	This strategy will be reviewed annually.
<b>Total budgeted cost</b>					£63,780

<b>Outcomes for Children receiving Pupil Premium 2018:</b>				
<b>Key Stage 1</b> Number of disadvantaged Children: 3 (each child worth 33%)	School Disadvantaged	School Non-disadvantaged	National disadvantaged	National non-disadvantaged
Expected Standard Reading	67%	81%	%	75%
Greater Depth Reading	0%	31%	%	26%
Writing	67%	81%	%	70%
Greater Depth Writing	0%	12%	%	16%
Maths	67%	94%	%	76%
Greater Depth Maths	0%	31%	%	22%
<b>Key Stage 2</b> Number of disadvantaged Children: 10 (each child worth 10%)	School Disadvantaged	School Non-disadvantaged	National disadvantaged	National non-disadvantaged

Expected Standard Core Subjects (R/W/M)	60%	81%	%	70%
Higher Standard Core Subjects (R/W/M)	20%	5%	%	12%
Reading	80%	81%	%	80%
Higher Standard Reading	30%	14%	%	33%
Reading Progress Scores	0.55	0.05		0.33
Writing	70%	86%	%	81%
Higher Standard Writing	20%	10%	%	24%
Writing Progress Scores	0.38	-0.25		0.24
Maths	70%	86%	%	81%
Higher Standard Maths	30%	10%	%	28%
Maths Progress Scores	-0.27	-0.64		0.31