

Recovery Premium Strategy Statement

This statement details our 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	
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	1/4/21
Date on which it will be reviewed	31/3/22
Statement authorised by	Joanne Woods
Pupil premium lead	Louise Bannon
Governor / Trustee lead	Karen Campbell

Funding overview

Detail	Amount
Recovery premium funding allocation this academic year	£10,440
Total budget for this academic year	£10,440

Part A: Recovery premium strategy plan

Statement of intent

At St. Thomas' we wholeheartedly believe in our vision for all of our pupils, including those from disadvantaged backgrounds.

The school receives funding from the Government to support it in trying to meet this aspiration. This is known as the Pupil Premium and Recovery Premium. These are additional funding, from the government, provided to schools for supporting pupils from low income families to ensure they benefit from the same opportunities as all other children.

There are three categories of children that qualify for pupil premium:

- Children who are eligible for free school meals (FSM)
- Looked after children
- Armed forces children

It is for schools to decide how the Pupil premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils for whom they are responsible. Schools have the freedom to spend the Premium, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils.

The staff and Governors recognise the research on raising attainment for disadvantaged pupils, and use this to plan a range of options that are suited to the individuals we teach.

These include:

- Additional teachers to create smaller class sizes in key year groups.
- Structured and evidence-based phonics teaching.
- Focused group work.
- Early interventions.
- High quality professional development.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment and progress in Phonics than non-disadvantaged pupils.
2	Lower attainment than non-disadvantaged peers in Reading, Writing and Maths.
3	Mental Health and Wellbeing low due to being isolated throughout Lockdown. Poor resilience and low self-esteem of some children.

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
All Year 1 pupils to reach the expected standard of phonics except any children who have identified SEND preventing this from happening	All pupils to pass the end of Y1 Phonics screening test. Regular monitoring of phonics teaching throughout the year to identify pupils in need of additional support.
The attainment gap between disadvantaged and non-disadvantaged pupils to narrow in core subjects.	Disadvantaged pupils will continue to close the gap between themselves and their non-disadvantaged peers. Regular tracking of performance and progress to identify target groups. Parents and pupils will have an improved understanding of the importance of reading for pleasure.
Children will have improved levels of mental health and well-being.	Progress for pupils will improve due to improved mental health. Children will use identified strategies to help them deal with disappointment. Children will demonstrate how a positive mindset supports their development.

Activity in this academic year

This details how we intend to spend our recovery premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 4,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching of phonics for identified groups of pupils. Additional resources to enhance the teaching of phonics.	By working with identified pupils who are struggling to keep up with the daily phonics teaching in EYFS and KS1 the children are less likely to fall further behind and make good progress to fill the gaps or overcome the difficulties they may be having. Improved phonics accuracy also helps when developing comprehension skills.	1, 2
Staff CPD for phonics teaching.	All school staff need to have a consistent approach to ensure continuity with learning.	1, 2
Purchase TT Rockstars for all pupils.	Regular practicing and reinforcing multiplication facts ensures the information is stored in pupil's long term memory. This then has a positive impact on progress across the maths curriculum.	2

Targeted academic support

Budgeted cost: £ 2,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key skills support for pupils with specific gaps in their learning.	Regular practicing and reinforcing of key facts ensures the information is stored in pupil's long term memory.	2

Wider strategies

Budgeted cost: £ 3,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture provision for identified groups of pupils across the school.	Working on key strategies for improving social skills whilst in the safety of a small group impacts positively on the child's ability to cope with their daily challenges and emotions. Strategies are also transferable into the home environment.	3
Well-being "check in" times for pupils who are struggling with anxiety and self-esteem.	The opportunity to share feelings and concerns for a pupil enables them to continue to deal with the rest of the day.	3

Total budgeted cost: £10,440