

Pupil premium strategy statement – St Thomas' Church of England Junior and Infant School.

This statement details our school's use of pupil 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	217
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan	2024-25
Date this statement was published	September 2024
Date on which it will be reviewed	April 2025
Statement authorised by	Mrs J. Woods
Pupil premium lead	Mrs J. Woods
Governor / Trustee lead	Mrs S. Boocock, Mrs M. Holt-Brewster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,300
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£114,300

Part A: Pupil premium strategy plan

Statement of intent

Our intent for all Pupil Premium children is that all barriers are overcome. We support the children academically, socially and emotionally and also enrich their lives through a range of experiences.

- St. Thomas' creates a culture of high aspirations by making the school the heart of the community. We aim to develop a culture of curiosity and creativity by unleashing our children's God-given potential to make a difference in our locality and beyond.
- Our parents, staff and governors see and understand the individual talents of each pupil and the opportunities provided. We openly celebrate and reward children's successes and achievements.
- We create an ethos where everyone is an explorer and an active participant. Children are challenged and encouraged to thrive in all areas. Our aim is to nurture talent and ensure children are equipped to live life in all its fullness.
- Children experience a wide range of high quality lessons and enrichment activities daily. We recognise that children are naturally curious; therefore, child-led learning is developed through their questions.
- At St. Thomas' values are at the heart of all we do. We provide a safe, supportive environment which empowers children to grow and develop their self-worth, self-esteem and self-respect. Our unique learners are resilient and are willing to take big risks to make big leaps.
- Values are actively promoted, modelled, and celebrated by all. Our inspiring curriculum and pastoral care teaches children the importance of healthy lifestyles: physically, mentally and spiritually.

Challenges

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

Challenge number	Detail of challenge
1	Below Typical Development on entry to Reception.
2	Lower than expected levels of communication and language in Key Stage 1.
3	Lower attainment than non-disadvantaged peers in all areas.
4	Lack of experiences of the wider world. Experiences are limited to home and the immediate community.
5	Lack of engagement from some families. Infrequent reading at home from some families.

6	Poor resilience, low self-esteem and mental health of some children.
7	Levels of deprivation for some families.
8	Poor attendance for some PP children compared with non-pp children. Lack of understanding of the value of good school attendance from some parents.

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
To improve eligible pupils' attainment and progress in EYFS in all areas of learning.	Pupils eligible for PP in EYFS make strong progress from their starting points in order to meet the ELG by the end of Reception.
Pupil Premium children will achieve well in phonics at Year 1 and 2, with the number of children reaching the required standard at least matching national standards.	Termly phonics tracking data and end of year phonics screening will show at least good progress for all PP pupils. At the end of Year 1 the percentage of pupils passing the phonics screening test will at least be in line with national statistics. At the end of Year 2 the percentage of children taking the re-check will be at least in line with national statistics.
Pupil Premium children will make at least expected progress in Reading, Writing and Maths and will close the gap between other pupils. Pupils will be at the correct standard at the end of Key Stage 1.	Pupil Premium pupils' end of Key Stage 1 data in Reading, Writing and Maths at the expected standard and greater depth will at least match national statistics. The gap between PP and non-PP pupils will continue to narrow.
Pupil Premium children in Key Stage 2 will make at least good progress in core subjects each academic year through the teaching of key skills.	Internal data will show PP children are making good progress each academic year. Attainment in all subjects will rise.
Pupil Premium children will have more exposure to a range of reading material and greater opportunities to read.	Data tracking in reading will show that children who access the reading club will make good progress and will be able to talk confidently about their favourite books, genres and authors.
Children will have increased opportunities for enrichment within school. All children will access music lessons through Wigan Wider Opportunities. They will be able to access individual music tuition. Children will be exposed to increased cultural experiences.	A greater percentage of disadvantaged children will learn to play a musical instrument. Pupils will have an improved vocabulary as a result of the planned cultural experiences. This will have an impact on their writing. The gap in attainment in writing will narrow between PP children and other children.
School visits (curriculum and residential) will be subsidised.	Visits will be more affordable for children and their families. Children in receipt of Pupil Premium funding will be able to access residential visits at a reduced rate, increasing participation.

Attendance for children in receipt of PP funding will improve. Pastoral Leader to target families and support through the Early Help model.	Attendance tracking will show improved levels of attendance for pupils at risk of falling below attendance targets, or families with historic poor attendance. Families will understand the importance of having good school attendance.
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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

Budgeted cost: £57,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teaching to boost Phonics, Reading, Writing and Maths across Y1&2</p> <p>Data tracking identifies children at risk of falling behind or not making sufficient progress in core subjects.</p> <p>Phonics teaching and assessments identify which children need additional reinforcement in addition to the daily Sounds Write lesson. Sounds Write CPD for all staff.</p>	<p>Smaller group teaching ensures children have the opportunity to ask more questions and explore themes at a deeper level.</p> <p>Children who are falling behind benefit from high quality teaching to help them close the gap on other pupils.</p> <p>Working in smaller groups develops children's self-esteem and resilience as they become more confident when working with staff and peers.</p> <p>Smaller group teaching ensures that feedback during lessons is more frequent, therefore pupils are able to develop at a faster rate.</p> <p>Supporting continuous and sustained professional development when embedding techniques and ensures a consistent approach across the school.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	2, 3, 6
Support to boost progress and attainment in Maths and English in Year 3 and 4.	Class teachers are able to quickly identify pupils who are struggling to grasp skills, knowledge and understanding. From this	3, 6

<p>Data tracking and lesson assessment identifies children who are at risk of falling behind or not making the correct levels of progress.</p> <p>Target groups boosted alongside the classteacher.</p>	<p>information they will organise focus groups for the core subjects.</p> <p>Smaller group teaching ensures children have the opportunity to ask more questions and explore themes at a deeper level.</p> <p>Working in smaller groups develops children's self esteem and resilience as they become more confident when working with staff and peers.</p> <p>Smaller group teaching ensures that feedback during lessons is more frequent, therefore pupils are able to develop at a faster rate.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Additional teaching to boost Year 5 by teaching Maths and English in smaller groups. (April – August)</p> <p>Pupils who have been identified as needing to increase their progress levels or are at risk of falling behind will receive small group teaching for core subjects.</p>	<p>Smaller group teaching ensures children have the opportunity to ask more questions and explore themes at a deeper level.</p> <p>Children who are falling behind benefit from high quality teaching to help them close the gap on other pupils.</p> <p>Working in smaller groups develops children's self esteem and resilience as they become more confident when working with staff and peers.</p> <p>Smaller group teaching ensures that feedback during lessons is more frequent, therefore pupils are able to develop at a faster rate.</p> <p>Children are better prepared for the challenges of Year 6.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	3, 6
<p>Additional teaching to boost Year 6 by teaching Maths and English in smaller groups. (September - April)</p> <p>Pupils who have been identified as needing to increase their progress levels or are at risk of falling behind will receive small group teaching for core subjects.</p>	<p>Smaller group teaching ensures children have the opportunity to ask more questions and explore themes at a deeper level.</p> <p>Children who are falling behind benefit from high quality teaching to help them close the gap on other pupils.</p> <p>Working in smaller groups develops children's self esteem and resilience as they become more confident when working with staff and peers.</p> <p>Smaller group teaching ensures that feedback during lessons is more frequent, therefore pupils are able to develop at a faster rate.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	3, 6

Targeted academic support

Budgeted cost: £31,116

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise the development age of children entering Reception below typical, by focusing TA Interventions on the following areas:</p> <ul style="list-style-type: none"> - Communication & Language - Phonics - Number 	<p>Transition from nursery to Reception ensures staff know which children will be entering school below the expected standard. Observations and baseline assessments also support this information.</p> <p>Additional TA time is provided to allow small group focused activities to develop the necessary skills.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 5, 6
<p>Reading Before School Club by invitation only, to target Reading of disadvantaged pupils.</p> <p>Pupils read 1:1 with an adult daily and have opportunities to read stories or hear them read.</p>	<p>Children are identified to come to reading breakfast club either as a result of not reading frequently enough at home, or because they are falling behind with their reading.</p> <p>Children are also given a nutritious breakfast each day.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	3, 5, 6
<p>Teaching Assistant to deliver Key Skills to target children in Years 1 and 2.</p> <p>Key skills in reading, writing and maths are undertaken during daily teaching.</p> <p>Precision teaching and repetitive learning are used.</p>	<p>Teachers identify which children in Years 1 and 2 have gaps in key skills which is impacting on their overall attainment.</p> <p>Planned sessions are then delivered daily to these children within the maths and English lessons.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 5, 6
<p>Teaching Assistant to deliver Key Skills to target children in Years 3 and 4.</p> <p>Where children have identifiable gaps in their knowledge/ skills teachers plan short key skills activities which focus on over-learning and repetition.</p>	<p>Through data analysis and summative assessment teachers are able to identify which children have gaps in key skills which is impacting on their overall attainment.</p> <p>Planned sessions are then delivered daily to these children within the maths and English lessons.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	3, 5, 6

<p>Teaching Assistant to deliver Key Skills to target children in Years 5 and 6.</p> <p>Class teachers identify children who have gaps in core knowledge or who struggle to retain key facts. Short key skill activities are then delivered within the daily maths and English lessons.</p>	<p>Teachers identify which children have gaps in key skills which is impacting on their overall attainment.</p> <p>Planned sessions are then delivered daily to these children within the maths and English lessons.</p> <p>Children also have the opportunity for pre-learning tasks based on prior assessment.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	3, 5, 6
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Wider strategies

Budgeted cost: £25,389

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of pastoral leader to target and support families where attendance is low.	Families will have accountability for their children's attendance and attainment. Early Help plans engage parents in school and as a result of feeling supported not judged, they will work to improve their child's attendance.	5, 6, 7, 8
Additional reading books to be purchased to encourage more reading at home with parents.	Some families have only a small number of books at home. Whilst we encourage families to join the local library we also constantly enhance our own library to enable children to experience a range of books at home. Parental engagement EEF (educationendowmentfoundation.org.uk)	3, 5, 6
Uniform subsidy of £35 per disadvantaged pupil to help towards the cost of new uniform.	Prior to the start of each academic year all families in receipt of Pupil Premium receive a £35 uniform voucher to enable them to get the branded uniform items at no cost. This ensures all children look the same and feel part of the school family regardless of their financial situation.	6, 7
Introduce children to cultural experiences through the arts. To target disadvantaged pupils and the fact that they don't have opportunities out of school for these experiences.	Many of the children in school have very limited experiences. Children's experiences are enhanced with visits to the theatre and places of cultural interest. Arts participation EEF (educationendowmentfoundation.org.uk)	3, 4, 5, 6, 7
Wider Opportunities drumming for Y4 to provide children with the	The opportunity to learn to play percussion instruments during weekly sessions over the course of an academic year, including 3 termly	3, 4, 5, 6

opportunity to play an instrument.	performances can have a positive impact on children's SEMH. Arts participation approaches can have a positive approach on academic outcome in other areas of the curriculum. Arts participation EEF (educationendowmentfoundation.org.uk)	
Free music lessons for disadvantaged children in Years 4-6.	The opportunity to learn to play an instrument can have a positive impact on children's SEMH. Arts participation approaches can have a positive approach on academic outcome in other areas of the curriculum. Arts participation EEF (educationendowmentfoundation.org.uk)	3, 4, 5, 6
School trip subsidy of £15 per pupil to go towards/cover the cost of one curriculum trip.	Pupil Premium children receive a £15 discount on curriculum visits. This ensures all children can participate and there is less chance of visits being cancelled due to lack of contributions. All visits enrich and enhance the curriculum and provide children with opportunities to visit places beyond their locality.	3, 4, 6, 7
Subsidise the cost of the Year 4 camping residential visit by £50 per PP pupil.	By reducing the cost of the residential for Pupil Premium children a higher percentage of children will be able to participate. As a result their life experiences will be enhanced and the children will be able to travel beyond their locality.	3, 4, 6, 7
Subsidise the cost of the Year 5 and 6 Low Bank Ground residential visit by £75 per PP pupil.	By reducing the cost of the residential for Pupil Premium children a higher percentage of children will be able to participate. As a result their life experiences will be enhanced and the children will be able to travel beyond their locality. This will raise aspirations as the children move on in their education.	3, 4, 6, 7

Total budgeted cost: £114,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils (2023 - 24 academic year)

EYFS

The percentage of pupils overall achieving GLD was 70%. For Pupil Premium children this was 75%.

Year 1 Phonics

The percentage of pupils overall passing the phonics screening programme was 81%. For Pupil Premium children this was 50%. This was affected by 3 PP children who have significant SEND.

Year 2 Phonics

The percentage of pupils achieving the required standard by the end of Year 2 overall was 86%. For Pupil Premium children this was 82%.

Key Stage 2 Attainment.

In reading overall 72% of pupils reached the correct standard. 46% of Pupil Premium children achieved the required standard.

In writing overall 78% of pupils achieved the correct standard. 62% of Pupil Premium children achieved the required standard.

In maths overall 75% of pupils achieved the correct standard. 38% of Pupil Premium children achieved the required standard and 8% achieved the higher standard.

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
White Rose Maths	White Rose
Sounds Write	Sound Write/ TESS
Maths Mastery	NCETM
Mastering Number	NCETM
Reading Plus	Reading Solutions
Classroom Secrets	

