Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Data
School name	St Thomas of Canterbury Primary School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	14.2%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2025
Date this statement was published	May 2022 Updated November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Louise Clements Headteacher
Pupil premium lead	Kate Heaton SENCO
Governor / Trustee lead	Emma Chatten

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,550
Recovery premium funding allocation this academic year	None
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 funding, state the amount available to your school this academic year	£41,550

Part A: Pupil premium strategy plan

Statement of intent

At St Thomas of Canterbury, our ethos is that all pupils, irrespective of their backgrounds and any challenges that they face, achieve high attainment and that all staff have a part to play in ensuring this. Our intention is that every child will have ownership of their own learning, will make good progress and will have high achievement in all areas of the curriculum. The purpose of our pupil premium strategy is to ensure disadvantaged pupils are well supported in achieving this goal and leave St Thomas of Canterbury with the best life chances in line with their peers.

We use our trauma informed approach and knowledge of promoting positive learning behaviours when considering the challenges faced by all pupils. We intend that any activity put in place, whether to improve teaching across the school, targeted interventions to support individuals or wider strategies, will support these needs and will be rooted in a strong evidence base.

At the heart of our approach is our focus on the continuous development and improvement of quality first teaching. We have focussed particularly on developing those learning behaviours which will support the areas in which disadvantaged pupils require the most support; for example, checking for understanding using embedding formative assessment, precise questioning and having clear success criteria. Our work on developing these to date has proven to benefit all learners while having a great impact on closing the disadvantaged attainment gap and supporting some children with SEND. In our approach to targeted interventions, the teaching and development of these learning behaviours are still key.

The strategy we are moving to adopt will be a central part of our whole school approach for post pandemic education recovery. We have explored the need within school and have identified actions which will be implemented with maximum impact for all children but with particular benefits for those who are disadvantaged, including those are significantly behind their peers, possibly because of the impact of national lockdown.

In addition to the approaches in place to try to address common challenges, individual needs will be addressed through intervention and targeted academic support. Again, children accessing these will be both those who are disadvantaged or those significantly behind in her learning. Pupils accessing these interventions and targeted support will be identified through assessments or observation and their progress will be closely monitored through assessments. Regular reviews of progress through pupil progress meetings will be used to monitor and evaluate our provision.

Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with children indicate that children are more passive in their learning and lack independence.
2	Observations and discussions with children and parents have shown that there is an increase in social and emotional needs. Children are more dysregulated and often need help to regulate again. This seems to have particularly affected disadvantaged pupils.
3	Observations and discussions with children and staff indicate that children have difficulty in explaining their learning.
4	Observations and discussions with staff have shown that children lack resilience both socially and academically (links to challenges 1, 2 and 3).

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
Children work with increased independence and approach challenging tasks with greater confidence. Pupils' understanding of learning will be deeper. (links to metacognition and self-regulation training, Rosenshine's principles and the embedding formative assessment project)	Qualitative Children plan how to tackle a task. They monitor how they are getting on and evaluate their success at the end. Children ask for help but this is after they have considered their task and decided that this is their best course of action. Children can talk about their success in their learning in terms of their knowledge of themselves, the task and the strategies they have. As a result, their learning will be deeper. Quantitative There is a marked increase in children's year on year end of KS2 assessments as more children are confident in attempting and succeeding with more complicated questions (e.g. those with many parts to them). In each class, in-house assessments (Mathematics Mastery assessments and/or Twinkl assessments) reflect the increased confidence and successes as above.
Children are able to self-regulate.	The zones of regulation are used as part of everyday conversations between pupils and

(Zones of Regulation)	teachers to describe how children are feeling and help them to regulate.
Children are able to explain what they are learning and how confident they are in this.	Through the application of the embedding formative assessment strategies and the use of Rosenshine's Principles of Instruction, teachers enable children to clearly recognise what they are learning and the steps of success towards. Children will be able to explain what they have learnt, how they know and what their personal goals are for further improvement.
Children learn and use strategies that enable them to resolve problems; whether this be academically or socially.	**Social:** Qualitative Children's social skills have developed such that they listen to one another and 'hear' what each other say. They can share their feelings and work towards shared resolution. Quantitative There are fewer playground incidents recorded on CPOMS as teacher involvement is not needed as frequently. **Academic:** Qualitative Children plan how to tackle a task. They monitor how they are getting on and evaluate their success at the end. Children ask for help but this is after they have considered their task and decided that this is their best course of action. Children can talk about their success in their learning in terms of their knowledge of themselves, the task and the strategies they have. As a result, their learning will be deeper. Quantitative There is a marked increase in children's year on year end of KS2 assessments as more children are confident in attempting and succeeding with more complicated questions (e.g. those with many parts to them). In each class, in-house assessments (Mathematics Mastery assessments and/or Twinkl assessments) reflect the increased confidence and successes as above.

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: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition (MR, LC – whole staff roll-out September 2022 – July 25): - leaders through Learn Sheffield/HRS sessions - whole staff in regular PDMs - use of 'tips and reminders' in the bulletin to support implementation. - Class prompt sheet used for scaffolding of both teacher and pupil metacognitive talk. **Learning behaviours (MR, LC – whole school roll-out September 2022 – July 25):** - leaders through Learn Sheffield/HRS sessions - whole staff in regular PDMs - use of 'tips and reminders' in the bulletin to support implementation. - Class prompt sheet used for scaffolding of both teacher and pupil metacognitive talk. **In school:** Using appropriate strategies from Rosenshine's Principles of Instruction, opportunities will be provided in each lesson for teachers to model thinking and tasks using metacognitive approaches. Children use them through the 'I do, we do, you do' approach.	Strong evidence base that improving metacognition and self-regulation will improve independence and motivation in all children. EEF Guidance report on Metacognition and self-regulated learning. Tom Sherrington's Rosenshine's Principles in Action – based on cognitive science also listed in the EEF Cognitive Science Approaches in the Classroom: A review of the evidence https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom	1 and 4

Use of Widgit Online to break down tasks, instructions and vocabulary.		
All members of SLT to attend TISUK training through Learn Sheffield. 2 members of support staff to do the Trauma Informed Lead Practitioner training. (3 by 2023/24) Inset with Gareth Morewood LC to attend TI conference Weekly PSHE lesson Zones of Regulation - Displayed and utilised in all classrooms and around school. Whole school training to be booked for Spring term 2023.	TISUK Website: https://www.traumainformedschools.co.uk/what-is-a-trauma-informed-school This is evidenced by the ACE Study which includes over 1000 up-to-date research studies. The Zones of Regulation https://www.zonesofregulation.com/learn-more-about-the-zones.html	2 and 4
Continue with the Embedding Formative Assessment Programme. Staff training on Rosenshine's Principles of Instruction and then monitoring by SLT on implementation of the principles in action. Metacognition training (MR, DP – whole staff roll-out September 2022).	Strong evidence base that improving metacognition and self-regulation will improve independence and motivation in all children. Tom Sherrington's Rosenshine's Principles in Action – based on cognitive science also listed in the EEF Cognitive Science Approaches in the Classroom: A review of the evidence https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom	3 and 1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retrieval of times tables through Times Tables Rockstars which will increase stamina, fluency, confidence and engagement.	Building up long-term memory and developing schemas to ease pressure on working memory. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom	1, 3 and 4
Early maths intervention to increase stamina, fluency, confidence and engagement	Building up long-term memory and developing schemas to ease pressure on working memory. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom	1, 3 and 4
Early intervention through LEAP, VIP and NIP (April 2023)	These approaches are written by and recommended by Sheffield NHS Speech and Language service based on research from I Can https://ican.org.uk/ and supported by SLCF https://www.slcframework.org.uk/ We have seen evidence in school that these have had a positive impact on the children participating as they have made significant progress.	1, 3 and 4
Lexia (January 2023)	Building up long-term memory and developing schemas to ease pressure on working memory. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom	1, 3 and 4

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Informed Schools UK: ● SLT training - 1 member of staff (plans to train others) ● whole school approach ● 12 days training for TI lead ● Gareth Morewood training sessions Behaviour Policy - Teaching positive behaviour strategies	TISUK Website: https://www.traumainformedschools.co.uk/what-is-a-trauma-informed-school This is evidenced by the ACE Study which includes over 1000 up-to-date research studies Behaviour policy is based on Paul Dix - When the adults change everything changes. This is a well-regarded approach used successfully by many schools. It is also based on the Healthy Minds project - CAMHS	2 and 4
Access to a clinical psychologist	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf	2 and 4
Financial support with trips etc. for families in need		

Total budgeted cost: £44,550

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

During the academic year 2021 – 2022, the catch-up funding and part of the pupil premium funding was used to support interventions for our children. Our outcomes for KS1 as a whole and for KS2 maths, which can be seen below, were due, in part, to the interventions put in place.

Year Group and Assessment	Results	National
Y1 (28 Children – Each is 3.6%) Phonics Screening	72%	75%
Y2 (29 Children – Each child is 3.45%) KS2 SATS Writing is teacher assessed	Reading 72% GD 41% Writing 72% GDS 17% Maths 72% GD 28% 59% Combined 14% Combined GD	Reading 67% Writing 58% Maths 68% No combined data yet
Y6 (30 Children – Each child is 3.33%) KS2 SATS Writing is teacher assessed	Reading 72% GD 31% Grammar, Punctuation and Spelling 76% GD 41% Writing 66% GDS 17% Maths 79% GD 24% 55% Combined 7% Combined GD	Reading 68% Grammar, Punctuation and Spelling 72% Writing 69% Maths 71% 59% Combined No data yet on GD

The new leadership team, appointed from the start of the Spring Term, have been focussed on upskilling staff in the TISUK approach and ways to improve general teaching and learning. While some qualitative differences can be seen in the classroom, these have not yet translated into improved outcomes for our pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Targeted Maths Support	Third Space Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- *Embedding Formative Assessment Project. This is a research led project listed in the [EEF Guidance Report on Feedback](#) It demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.*
- *Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.*
- *Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities such as drama, maths club, choir, residential visits, sporting festivals, chess club will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.*
- *Working with Sports Eds, specialist sports providers, to offer all pupils high quality PE lessons twice per week, a weekly lunchtime club (45 mins) and after school opportunities, focussing on fitness, skills, growth mindset and mental health and well being.*

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. One member of staff has been part of a city-wide project run by Learn Sheffield in partnership with Huntington Research School on addressing disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put an implementation plan together for metacognition which will provide an evaluation framework for the duration of our three-year approach. We will adjust our plan over time to secure better outcomes for pupils as necessary.