

Pupil premium strategy statement 2024–2025

This statement details our school's use of the 2024 to 2025 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. The effect that last year's spending of pupil premium had within our school can be viewed at the bottom of this document.

School overview

Detail	Data
School name	St Thomas CE Infant School (The Schools of Woolton Hill Federation)
Number of pupils in school	3/95
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers	2024–2025
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	FGB
Pupil premium lead	Kathryn Knapp
Pupil Premium Strategy Group	Headteacher, Deputy Headteacher, English and Maths Leaders, Curriculum Project Leaders and Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,620
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£9,620

Part A: Pupil Premium Strategy Plan/Statement of Intent

Our building blocks for tackling educational disadvantage:

Whole-school ethos of attainment for all

- There is a culture of high expectations for all.
- There is a belief that all disadvantaged pupils can overcome their personal barriers to succeed.
- Disadvantaged pupils and their families are held in high regard
- Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

- A strong emphasis is placed on developing positive behaviours for learning, including a whole school focus on the 'Life Learning Curriculum'.
- The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
- Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school. Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

- The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive formative assessment is essential to ensure disadvantaged pupils make strong progress.
- Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.
- Improving the quality of teaching is a key priority for the Federation and professional development is focused on securing strong subject knowledge, questioning, feedback and self-regulation.
- Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.
- The teaching of high level vocabulary is strongly embedded in our daily teaching, starting in EYFS with our Drawing Club. Staff are aware of the vocabulary gap for some disadvantaged children and the development of oral language is a key driver to our curriculum offer.
- Outdoor Learning and Mental Health initiatives are embedded into our curriculum to support all children to engage with nature, feel a sense of positive wellbeing and thrive in our Life Learning curriculum.

Meeting individual learning needs

- There is a strong understanding of the barriers to learning and how these barriers present in school.
- Staff work with parents and outside agencies to put in place plans to reduce/remove barriers to learning so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- Learning gaps and misconceptions are identified and addressed so pupils can secure learning that will enable them to catch up to meet age related expectations or increasingly work at greater depth. This includes emotional and social gaps in learning.
- Transition processes for disadvantaged pupils are carefully planned and implemented

Data-driven

- The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

Clear, responsive leadership

- A Strategy Group, which includes the EHT, DHT, Curriculum Leaders and governors, review the effectiveness of strategies at the end of each assessment phase.
- Self-evaluation is rigorous and honest.
- The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
- Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

- Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

2	Deprivation adversely affects the emotional well-being and opportunities of some disadvantaged pupils. For some families, a lack of financial stability limits out of school opportunities; enrichment activities need to be offered and opportunities to enhance cultural capital need to be pursued.
3	Our attendance data indicates that attendance among disadvantaged pupils has been between 4-6% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident throughout EYFS and KS1 and in general, are more prevalent among our disadvantaged pupils than their peers. This especially impacts reading and writing progress and many children eligible for pupil premium require additional support/intervention to reach their potential.
5	Assessments, observations, and discussions with pupils indicate that many children eligible for pupil premium funding have lower resilience to face challenges, attempt harder learning and try new things.
6	Assessments and observations indicate that some parents of pupil premium children do not readily engage with the school and know how to support their child's learning at home.
7	Some children have social, emotional and mental health (SEMH) difficulties which are a barrier to engagement and learning. Teacher and parents referrals for support have markedly increased.

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>Improved maths attainment for disadvantaged pupils at the end of KS1.</p> <p>Where children are working below ARE they make progress that is at least in line with their peers.</p>	<ul style="list-style-type: none"> • Specific assessment domains are strengthened. Pupils therefore make substantial progress. • Progress data for PP children demonstrates at least good; if not accelerated, progress. • Children with PP and SEND make measurable progress in their learning through quality first teaching in the classroom and a variety of approach and interventions. Progress is judged at an individual level and through review of Passports to Success and Annual Reviews for children with Education and Health Care Plans. • KS1 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
<p>Improved reading attainment for disadvantaged pupils at the end of KS1.</p>	<ul style="list-style-type: none"> • Quality of education and teaching is judged as good or better in reading with no lessons judged as inadequate. • Subject knowledge and pedagogical skills of teachers and support staff are strengthened. • Specific assessment domains are strengthened in reading. Pupils therefore make substantial progress. • Progress data for PP children demonstrates at least good, if not accelerated, progress in phonics and reading. • KS1 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils, who have been part of oral language interventions. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<p>Personalised strategies improve attendance for PP children and parent partnerships are strengthened.</p>	<ul style="list-style-type: none"> • Attendance of PP pupils is maximised through personalised approaches. • Reduction in the gap between PP and non-PP attendance • Attendance of pupil premium children is over 96% • Improved attendance for those with persistent absence, reducing the number of persistent absentees (<90%)
<p>All PP children benefit from enrichment activities; they are able to pursue interests and</p>	<ul style="list-style-type: none"> • All PP children are enabled to access school trips. • PP children are actively encouraged to join school clubs and take an active part. Register of Clubs shows involvement of majority of PP children.

<p>develop cultural capital.</p>	<ul style="list-style-type: none"> • All PP children have a hobby/interest which is meaningful to them. • PP children are encouraged to take on leadership roles in school, increased numbers of PP children are represented in these roles. • Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> -qualitative data from student voice, student and parent surveys and teacher observations -a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>Personalised programmes reduce barriers for learning so that pupils can access the full curriculum and make progress in interventions.</p>	<ul style="list-style-type: none"> • Children accessing ELSA intervention demonstrate improved social and emotional understanding/skills, assessed through the 6 Strands and Impact Statements. PP children have priority access to ELSA support. • Academic, behaviour and social/emotional barriers to learning are reduced enabling children with PP/SEND to fully participate in lessons and make progress in their SEND targets (as listed on EHC Plans and Passports to Success).
<p>Wider enrichment programmes support children to develop greater resilience and connection with nature.</p>	<ul style="list-style-type: none"> • Children with PP enjoy time in nature through Outdoor Learning lessons and try new activities they have not explored before. • Children make progress in their resilience and independence through Outdoor Learning lessons. • Children engage well and enjoy regular Stormbreaks in class. Children report feeling that Stormbreaks support their mental health, develop their resilience and equip them with coping strategies.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning Responsibilities for the development of English and Maths. Providing CPD and subject improvement for staff.</p>	<p>Improvements to the quality of teaching and learning have the widest impact on all learners including those eligible for Pupil Premium.</p> <p>EEF - Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. For example: inferring meaning from context; summarising or identifying key points. Educational Endowment Fund (EEF) research states: Very high impact for very low cost based on extensive research.</p> <p>Research from Marc Rowland (An Updated Practical Guide to The Pupil Premium, 2015) indicates high impact for longer term improvements to the quality of teaching for all children.</p>	<p>1, 3</p>
<p>Regular release time for subject leaders to develop English, Maths, Life Learning and Outdoor Learning curriculum across the school (development, monitoring, feedback and team planning/teaching).</p>	<p>Improvements to the quality of teaching and learning have the widest impact on all learners including those eligible for Pupil Premium.</p>	<p>1, 3</p>
<p>Maintaining Teaching Trios across the Federation - release time for staff to observe</p>	<p>Improvements to the quality of teaching and learning have the widest impact on all learners including those eligible for Pupil Premium.</p>	<p>1, 3</p>

each other and improve teaching practice.		
Ongoing reading training for key staff.	Educational Endowment Fund (EEF) research states: Very high impact for very low cost based on very extensive evidence (+6 months impact on progress).	1, 3
Ongoing CPD in Floppy Phonics and Project Code X phonics interventions for staff (teachers and TAs). (new staff and top up cpd)	Educational Endowment Fund (EEF) research states: High impact for very low cost based on very extensive evidence (+5 months impact on progress). The impact of Teaching Assistant led interventions is higher where staff are well trained and supervised by a SENCO (<i>Learning Without Labels, Marc Rowlands, 2017</i>).	1, 3
Embedding and further development of vocabulary through direct teaching of high level vocabulary and tier 2 words. English Leadership time, staff cpd and investment in resources to support.	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Educational Endowment Fund (EEF) research states: High impact for very low cost based on extensive research.	4
Curriculum evenings, training and support to encourage disadvantaged families to regularly listen to children at home. Invite parents in to listen to children.	Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.	1,6

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated time for Teaching Assistant led interventions focused on Phonics/Reading.	<p>Internal school data demonstrates the positive impact on progress for individual children.</p> <p>Educational Endowment Fund (EEF) research states: Moderate impact for moderate cost (+4 months impact on progress). The impact of Teaching Assistant led interventions is higher where staff are well trained and supervised by a SENCO (<i>Learning Without Labels, Marc Rowlands, 2017</i>).</p>	1
Annual subscriptions to online intervention programmes to support specific skills and fluency in reading, spelling and maths.	Internal school data demonstrates the positive impact on progress for individual children using online reading and maths programmes.	1, 4, 5
Maintain oral language interventions (Reading Buddies, reading volunteers) and target at PP children.	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	1, 4

	Educational Endowment Fund (EEF) research states: High impact for very low cost based on extensive research.	
Embed and develop language and communication interventions through specific training opportunities (speech sounds, Elklan Communication & Language, Lego Therapy, Colourful Semantics, Word Aware training). Target PP children for intervention.	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Educational Endowment Fund (EEF) research states: High impact for very low cost based on extensive research.	1, 4

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

Budgeted cost: £2,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding the cost of trips will be subsidised for disadvantaged children. % discount for disadvantaged children to access paid after school sports clubs.	Educational Endowment Fund (EEF) research states outdoor adventurous learning has an unclear impact on progress (this is largely based on weak evidence/research base). Internal school data suggests a very positive impact of these interventions to support engagement and self-confidence.	2

<p>Personalised approaches to engage parents in improving attendance and how to support at home.</p> <p>Family Support Worker roles.</p> <p>Using Team Around the Child and Person Centred Planning meetings.</p>	<p>Internal school data suggests a positive impact from these approaches.</p> <p>Family-Centred Support for Children with Disabilities and Special Needs: A Collection of Essays, edited by Peter Limbrick and published by Interconnections in 2007.</p>	<p>3, 6</p>
<p>Personalised approaches to support all PP children to feel a sense of belonging and being ready to learn (breakfast, snacks at break time, support cost of uniform/equipment).</p>	<p>Internal school data suggests a very positive impact of these interventions to support a sense of belonging and readiness to learn.</p> <p>Belonging and Inclusion in Identity Safe Schools: A Guide for Educational Leaders by Becky Cohan-Vargas, 2021.</p>	<p>2, 6</p>
<p>Embedding of the Stormbreak programme through cod and observation of other staff (Mental Health through movement).</p>	<p>Educational Endowment Fund (EEF) research states: High impact for very low cost based on very extensive evidence (+5 months impact on progress).</p> <p>Stormbreaks own research base (available on request).</p>	<p>5/7</p>
<p>Ongoing CPD in behaviour, attachment/trauma for staff (teachers and TAs) offered by Primary Behaviour Support, Outreach Teachers and ELSA trained staff.</p> <p><i>(new staff and top up cpd)</i></p>	<p>Educational Endowment Fund (EEF) research states: High impact for very low cost based on very extensive evidence (+5 months impact on progress).</p>	<p>5, 7</p>

<p>Further CPD in behaviour/mental health and wellbeing for all staff (teachers and TAs) through the Stormbreak initiative.</p>	<p>Educational Endowment Fund (EEF) research states: High impact for very low cost based on very extensive evidence (+5 months impact on progress).</p>	<p>5, 7</p>
<p>ELSA time and resources, including half termly supervision.</p>	<p>Educational Endowment Fund (EEF) research states: Moderate impact for very low cost (+4 months impact on progress).</p>	<p>3, 4, 5, 6, 7</p>
<p>Acorns (social/emotional learning group) staffing, CPD and resources.</p>	<p>Internal school data suggests a very positive impact of these interventions to support engagement and access to classroom learning and self-confidence.</p>	

Total budgeted cost: £9,620

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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level and to results achieved by our non-disadvantaged pupils, although due to our small numbers percentage comparisons can be misleading.

At the end of 2023/24 our end of Key Stage 1 internal data shows our PP children, who do not have additional SEND/EAL, achieved the expected standard in reading, writing and maths. For children with PP and additional SEND/EAL 60% achieve the expected standard in reading and maths and 20% in writing (where one child represents 20%). Those with SEND/EAL make good progress from their starting points but are not yet all able to reach the expected standard by the end of Year 2 despite quality first teaching and higher levels of intervention. Improving the attainment of pupil premium pupils with additional SEND/EAL in reading and especially writing by offering quality first teaching, a rich curriculum and targeted additional support will continue to be a key focus of school work in the 24/25 academic year.

In Year 1 we have only one PP child, they did not pass the Phonics Screening check but are also being monitored for additional SEND and have EAL. They made very good progress from their starting point which was significantly lower than their peers.

Some PP children have been impacted by lower rates of school attendance than non-PP peers and variation in home support and learning opportunities outside of the school environment.

The attendance of PP children continues to improve from 94.0% in 2022/23 to 94.8% in 2023/24, an increase of 0.8%. A small, but decreasing gap, in attendance remains between disadvantaged pupils and their non-disadvantaged peers. School is working hard to address these issues primarily through the Pupil Premium strategy actions. For example,

developing the role of Family Support Workers and improving the attendance of pupil premium pupils by offering direct support to families has been a key focus of our work this year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted prior to 2023, this was particularly true for disadvantaged pupils. We used pupil premium funding to further improve the curriculum for teaching about behaviour/mental health and wellbeing through our new Life Learning curriculum, the introduction of the Stormbreak 'mental health through daily movement' initiative and an greater emphasis on learning outdoors. We also provided behaviour and wellbeing support for all pupils, and targeted interventions through both Acorns nurture group, ELSA and working closely with the Primary Behaviour Service. Overall behaviour is good, as detailed through internal analysis. Internal analysis demonstrates the positive impact of our Life Learning curriculum and interventions to support SEMH.

We are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Through our initiatives in the Pupil Premium strategy we have provided a higher level of support for families; through coffee mornings, Primary Behaviour Service workshops, teacher led workshops and 1:1 meetings. This has resulted in a greater number of disadvantaged families accessing support, attending parent's evenings and engaging with our Family Support Workers. This has then impacted positively upon several of our disadvantaged children as their parents have been more aware of how to support at home and how to access help and support.

All our PP children have been enabled to access trips– cost is therefore not a barrier to access/engagement. All PP families are offered a set discount on trips – this cost has increased as our number of PP children has increased.

Our evaluation of the approaches delivered last academic year indicates that our approaches to improving the quality of teaching for all and to improving attendance are having a positive impact, we have seen improved data and attendance outcomes. Our Life Learning curriculum, Stormbreaks and Outdoor Learning curriculum are also having a positive impact on behaviour, wellbeing and mental health for our pupils, especially those from disadvantaged backgrounds.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
ELSA and Nurture Group time has been provided to support the emotional needs of service children and their families.
The impact of that spending on service pupil premium eligible pupils
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.