

Pupil premium strategy statement – Thomas’s Academy

This statement details our school’s use of pupil premium (and recovery 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	147
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 years plans are recommend)	2024-27
Date this statement was published	Academic Year 25 - 26
Date on which it will be reviewed	November 2026
Statement authorised by	Suzanne Kelly Head Teacher
Pupil premium lead	James Merel
Governor / Trustee lead	Sam Merullo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,600
Recovery premium funding allocation this academic year	£0.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£60,600

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Typically, by the end of Key Stage 2, a significant proportion of the PP cohort is made up of children who were mobile at some point in their primary education. Assessment, observations and discussions with the children and their families indicate issues either at home or previous schools (academic and/or social). Many children arrive with gaps in their learning, are at the beginning stages of English language acquisition or have other needs (undiagnosed SEND).
2	Our attendance data indicates that overall attendance has dipped over the past few years and attendance among disadvantaged pupils has significantly dipped with many children being persistently absent. Absences are higher among children in receipt of Pupil Premium disproportionately compared to their peers. There are gaps in children's learning and catch-up is required.
3	Our tracking of behaviour , observations and discussions with parents and children indicates social and emotional issues for many pupils which have resulted in defiance, physical aggression, disengagement from learning and sometimes school and verbal

	aggression. These challenges particularly affect disadvantaged pupils including their attainment.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with core subjects including phonics.
5	Out of 32 children with SEND, 16 are in receipt of Pupil Premium - 50% compared to 34% of the school population. This suggests support for SEN will positively impact on our PP cohort.

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
Effective and robust systems to support deep knowledge of each child and the wider cohort.	Effective systems are in place to understand strengths, needs and circumstances on induction to the school and in later monitoring and support during their time at school.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	For all disadvantaged children to attend school at least 96% of the time.
For negative behaviour incidents to be decreased among our PP cohort.	Effective systems are in place to support children with their behaviour both proactively and reactively.
Improved attainment among disadvantaged pupils	Y6 outcomes of disadvantaged children will be in line with national averages for phonics, reading, writing and maths. For children in Y1 who did not meet GLD in Reception to catch up in English and maths subjects by the end of their time in Y1. For children who did not reach the phonics standard in Y2 to receive further support. For PP children to make accelerated progress where progress has been slow to allow for catch-up.
Improved progress for children with SEND.	For those children with SEND to receive effective support to enable them to progress. Parents will be fully informed of the support and progress plus any actions that are in place.

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: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Training for all staff and access to support from Read Write Inc. This supports the explicit teaching of phonics in phonics lessons but also supports children with their reading, writing and spelling in a consistent way.	The EEF toolkit reports a positive overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Teacher Development is important to equip staff to support the disadvantaged pupils. Phonics Toolkit Strand Education Endowment Foundation EEF https://researchschool.org.uk/essex/news/closing-the-gap-how-effective-teacher-development-adds-up-for-disadvantaged-pupils	4
Purchase of standardised diagnostic assessments (NFER tests)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://fordhaminstitute.org/national/commentary/case-standardized-testing https://www.nfer.ac.uk/assessment-hub/how-are-tests-developed/	1, 2, 4, 5
Quality First Teaching: staff	Quality of teaching for all pupils is the biggest factor in success and will impact even more for disadvantaged pupils. https://educationendowmentfoundation.org.uk/news/research-from-education-policy-institute-finds-attainment-gap-has-grown	All
Provision Map	The use of Provision Map allows staff to maintain an overview of the provision and interventions used with different groups of pupils, including Pupil Premium, and provide a basis for monitoring the levels of intervention as well as the outcomes from different interventions. Provision map follows the graduated approach of Assess Plan Do Review which is recommended by the SEND code of Practice (2014) in chapter 6.44-6.56. NASEN Review of Provision Map:	5

	https://www.provisionmap.co.uk/wp-content/uploads/2018/06/Provision-Map-Review-by-Nasen.pdf	
Edshed and Lexia technology	<p>Edshed - Children from Year 1 -6 can access at home and at school. All children have access to Edshed which includes phonics, spelling and maths activities.</p> <p>Lexia - children are selected based on their progress and attainment from Y2-6. These are reviewed at pupil progress meetings. Children have access to literacy activities based at their level of attainment. They access at home and school with follow up targeted interventions delivered by LAs.</p> <p>EEF research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</p>	1, 2, 4, 5
Educational Psychologist	<p>6 days per academic year.</p> <p>Termly Planning meetings to discuss the needs of the school CPD and parent workshops.</p> <p>Educational Psychologist provides a tracker detailing research led training and advice provided to staff.</p>	3 and 5

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

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>JCT support and training for targeted interventions delivered by Learning Assistants</i>	<p>The Joint Communication Team (JCT) from H&F Local Authority delivers training to help identify and support children requiring support with SLCN and autism.</p> <p>https://www.beyondautism.org.uk/wp-content/uploads/2020/09/The-impact-of-Attention-Autism-.pdf</p>	5
<i>Adult-led interventions following a programme called Lexia to improve reading and spelling skills for disadvantaged pupils who have relatively low skills in these areas.</i>	<p>Children are identified from each class from Y2-6. This selection is based on progress and attainment and is discussed at pupil progress meetings with class teams.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</p>	1, 5
<i>Educational Psychologist</i>	<p>6 days per academic year (plus one additional day - unpaid)</p> <p>Termly Planning meetings to discuss the needs of the school and Educational Psychologist provides a tracker detailing research led support and intervention.</p>	3, 5

	<p>The Educational Psychologist supports the school by:</p> <p>Targeted Level</p> <ul style="list-style-type: none"> → Teacher and Learning Assistant consultations e.g. learning behaviours → Intervention training for Learning Assistants e.g. VIG → SEMH e.g. ELSA support <p>Specialist Level</p> <ul style="list-style-type: none"> → individual observations and assessments → develop action plan for specific pupils e.g. school avoidance → contribute to the support for EHCP children e.g. VIG <p>https://enquire.org.uk/asl/whats-role-educational-psychologists/</p> <p>https://edpsy.org.uk/about/educational-psychology/</p>	
<p><i>Small group reading lessons led by the Deputy Head Teacher for a group of Year 6 pupils</i></p>	<p>From the EEF: Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year according to the EEF.</p>	<p>1, 5</p>

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

Budgeted cost: **£25,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club provision for children on PP, who unofficially act as a carer, who are regularly late, who require this to support their behaviour.	The EEF have found that Breakfast Clubs boost primary pupils' reading, writing and maths. https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	2, 3
ELSA support for children with social, emotional and behavioural needs	The average impact of successful Social and Emotional Learning interventions is an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 3
Whole staff training on behaviour management, attachment theory and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Training and research supported us to rewrite our behaviour policy and implement training for staff. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=site_search&search_term=behaviour%20atta https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Improving_Behaviour_in_Schools_Evidence_Review.pdf?v=1679660902	1, 3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training, time for staff (Deputy Head Teacher and Senior Administrator) to develop and implement new procedures with support from Local Authority attendance/support officers to improve attendance.	Persistent absence is an immediate issue facing schools across the country. According to recent data, almost one in four pupils missed more than 10 percent of sessions in the autumn term of 2021, and 1.4 per cent of pupils missed at least 50 percent of sessions. The EEF reports that these pupils are disproportionately more likely to come from socio-economically disadvantaged backgrounds. So tackling persistent absence is an important part of improving education outcomes for this group. https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils	2

Total budgeted cost: £60,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Funding was used to address the following barriers to achievement

- Social and emotional needs
- Speech and language needs
- Specific learning needs (main need identified as ASD)
- Cultural disadvantage
- Improving school attendance.
- Phonics attainment gap
- Increased number of wellbeing needs

Barriers were addressed by

- Small group literacy and Numeracy Support in class
- SENCO support and intervention
- LSAs running specific phonics, Reading, Writing and Maths sessions (groups and 1:1)
- Non-class based senior teachers leading teaching and learning in phases
- Breakfast club funded places
- Additional learning using apps and devices - used at school and home
- Free places for academic afterschool clubs
- ELSA sessions
- Funded places for trips including residential

The impact of the school's strategies is monitored by review meetings with the aim to continually 'close-the-gap' between Pupil Premium funded children and their peers, overall and for specific groups of children.

The strategies in place are working well and through their continued use the school is able to ensure that pupil premium catch up and keep up with other pupils at the school by the time they finish KS2. The 2024 - 2025 cohort had 53% pupil premium - 10 children. 70% reached the expected level in reading, 70% in maths and 70% in writing. This compares to 75%, 74% and 72% nationally for **all** children.

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
Spelling, phonics, maths	Edshed
Spelling, phonics, reading	Lexia
Maths	TTRS
Reading - Fresh Start	Ruth Miskin