

Pupil premium strategy statement – St Thomas C E Primary School (Chequerbent)

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	213
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	31/12/2024
Date on which it will be reviewed	31/12/2025
Statement authorised by	
Pupil premium lead	Mrs G Linney
Governor / Trustee lead	Mr G Andrews

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,970
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£23,970

Part A: Pupil premium strategy plan

Statement of intent

It is the intention of St Thomas' to ensure that all pupils flourish and shine, and that barriers to learning are reduced so that all pupils can achieve. The focus of the pupil premium strategy is to ensure that vulnerable pupils achieve their full potential and that attainment and progress is in line with their non-disadvantaged peers.

High quality teaching is our priority and we ensure that all our pupils receive a broad and balanced curriculum. Evidence suggests that when pupils are supported within the classroom, with high quality teaching they are more likely to achieve and the attainment gap decreases. This benefits all pupils.

We also understand and aim to remove barriers for pupils who may not receive PP funding but may benefit from the support outlined, opposingly some pupils may receive PPG but may not require additional support. In line with evidence from the EEF our PP strategies main focus will be on:

- developing high-quality teaching
- providing targeted academic support
- tackling non-academic barriers to academic success

The school has targeted, PPG to overcome these barriers to learning:

- **Well Being** – addressing mental emotional and social difficulties enabling positive attitudes to learning
- **Academic Ability** – identifying specific area of need and close the gap with their peers and ensure that they receive appropriate challenge and high expectations
- **Social Deprivation** – enable all children to have the opportunity to take part in events / activities

Challenges

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

Challenge number	Detail of challenge
1	Lack of opportunity to develop speaking and listening skills prior to starting school
2	Lack of opportunity to promote and support reading development

3	Lack of opportunity for enrichment to develop talents, hobbies and interests
4	Lack of resilience and poor mental health
5	Poor attendance

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
<i>Listening attention and oracy skills to improve to be in line with peers</i>	WellComm assessments and intervention to show rapid improvements from start points.
Reading fluency to improve	Pupils reading fluency scores on termly assessments will show improvements and pupils will be given targeted opportunities in school to develop reading skills
Enrichment opportunities will ensure that pupils are not disadvantaged by income	Pupils will be able to have music tuition. Trips and additional items will be provided to ensure that pupils do not miss out on experiences.
Pupils to become more resilient and be supported with their well-being	Play therapy, Relax kids to support pupils well-being. Commando Joes at lunchtime to promote positive play.
Attendance of disadvantaged groups will be in line with other groups	Pupils will be engaged in school, parents supported, and attendance will remain high for all.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>To train staff on trauma informed approaches to behaviour</i>	Behaviour is often as a result of trauma and trauma approaches can support relationships and develop empathy as well as supporting self-regulation.	4
<i>Staff training on the teaching of fluency and guided reading to enhance quality first teaching strategies.</i>	Quality first teaching strategies to improve reading progress and attainment for all pupils (EEF).	2
<i>Engaging readers using graphic novels training</i>	Engaging disadvantaged pupils in reading will improve reading for pleasure and impact on attainment	2

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

Budgeted cost: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pupils who do not read at home will read with an adult in school</i>	Reading fluency has shown strong links with overall attainment in reading but also reading engagement (DFE, Clark 2011; Clark and Douglas 2011). Reading is a predictor of future success for pupils and it is vital to ensure that that they are not further disadvantaged.	2
WellComm assessments and intervention	Children who listen are shown to be able to concentrate. Oracy skills have a direct correlation to academic attainment (voice 21) and it is also recognised that early language and vocabulary has strong links with long term academic success.	1
Fluency support	Fluency impacts on reading skills and enjoyment of reading. Once fluent, comprehension improves	1,2
Targeted interventions	TA to support pupils to develop basic skills and narrow the gap	1,2
In class support	As much as possible pupils to be supported in class with their peers. TA support to ensure that disadvantaged children are supported.	1,2

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

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Relax kids intervention to support well being</i>	Mindfulness and activities to support well-being also enhance resilience	4
<i>Play therapy</i>	Targeted professional resource for pupils to support the pupil's well-being	4
<i>Clubs, educational visits, music tuition to be funded for pupils whose income would be a barrier to participation</i>	Pupils can be disadvantaged and not partake in extra curricula activities due to a lack of funds. Developing hobbies and interests is proven to improve well-being	3,4
<i>Develop pupil leadership to promote positive play with Commando Joes resources</i>	Pupils will take on leadership roles and this will promote self-esteem and resilience. Commando Joes is evidence based and centred around the values of perseverance, resilience, kindness.	4
<i>Subsidised breakfast club</i>	Breakfast club is subsidised for pupils in receipt of PPG. This can improve attainment and attendance	3,4,5

Total budgeted cost: £24000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance: 2023-2024 Pupil Premium 96% Non Pupil Premium 96%

Phonics pass rate was above National and local comparators at 80%. (only one PPG in that cohort)

Attainment at KS2: 75% of PP Pupils achieved at the expected standard and 25% at the higher standard for reading, writing and maths combined. All disadvantaged pupils achieved the expected standard in reading with 50% achieving the higher standard.

In writing 75% of PP children achieved the expected standard with 50% achieving higher.

In Maths 100% of pupils in receipt of PPG funding achieved the expected standard with 25% at the higher level.

Relax kids and play therapy are having a positive impact on pupil well-being and parent support.

Pupils were supported by school visits being subsidised, including the residential trip and Young Voices, to ensure that income is not a barrier.

Bolton music service and our independent provider delivered a range of 1:1 lessons and clubs to disadvantaged pupils.

Staff clubs ensured that all pupils have equal opportunities in accessing extra curricula opportunities.

Targeted intervention for some pupils, such as Milo and Hamish, word shark, has increased confidence and engagement.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider