

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium) funding for the 2023 to 2024 academic year 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 Pre-School - Year 6 | 223 |
| Proportion (%) of pupil premium eligible pupils Pre-School - Year 6 =30 pupils | 13.5% |
| 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 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Louise Clements Headteacher |
| Pupil premium lead | Kate Heaton SENCO |
| Governor / Trustee lead | Bess Popplewell |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £49,470 |
| Recovery premium funding allocation this academic year | £8928 |
| 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 | £58,398 |

Part A: Pupil premium strategy plan

Statement of intent

St Thomas of Canterbury is a welcoming, happy, faith school with a team of dedicated and enthusiastic staff. We believe and follow the teachings of Jesus Christ. You will find us to be a loving, caring and spiritual community. The Governors and staff recognise that they work to educate the children in their care in a range of ways, and at the centre of this is their spiritual development, particularly in the Catholic faith. Our whole school promotes the values of “Ready, Respectful and Safe” as a way of living out the Gospel values.

We are a Catholic one form entry school in the South West of Sheffield and children can join our community from the age of 3 years in our Pre-School. We are fortunate to have an Integrated Resource provision within our school, which provides additional support for children with a Primary need of complex physical disabilities.

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. We hold a collective understanding of the impact of disadvantage on pupils’ learning, and staff across our community speak with one voice about our ambition for all our pupils. We all understand the part we each play in addressing educational disadvantage. 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 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 who 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 their 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. In 2023-23 there are 15 pupils for whom SEMH needs are recorded as part of their profile. |
| 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 |
|--|--|
| <p>CHALLENGE 1</p> <p>Children work with increased independence and approach challenging tasks with greater confidence.</p> <p>Pupils' understanding of learning will be deeper.</p> <p>(links to metacognition and self-regulation training, Rosenshine's principles and the embedding formative assessment project)</p> | <p><u>Qualitative</u></p> <p>Children plan how to tackle a task. They monitor how they are getting on and evaluate their success at the end.</p> <p>Children ask for help but this is after they have considered their task and decided that this is their best course of action.</p> <p>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.</p> |

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| | <p><u>Quantitative</u></p> <p>There is a marked increase (lie within the top 20th percentile for Maths, Reading and Writing) 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).</p> <p>In each class, in-house assessments (Mathematics Mastery assessments and/or Twinkl assessments) reflect the increased confidence and successes as above.</p> |
| <p>CHALLENGE 2</p> <p>Children are able to self-regulate.</p> <p>(Zones of Regulation, Positive Regard and Trauma Informed Practice to be embedded)</p> | <p>The zones of regulation are used as part of everyday conversations between pupils and teachers to describe how children are feeling and help them to regulate.</p> <p>Children are more regulated within the classroom and outside, showing signs of self regulation and positive responses to co-regulation. Less behaviour incidents recorded on CPOMS.</p> |
| <p>CHALLENGE 3</p> <p>Children are able to explain what they are learning and how confident they are in this.</p> | <p>Through the application of the embedding formative assessment strategies and the use of Rosenshine's Principals of Instruction, teachers enable children to clearly recognise what they are learning and the steps of success towards.</p> <p>Children will be able to explain what they have learnt, how they know and what their personal goals are for further improvement.</p> |
| <p>CHALLENGE 4</p> <p>Children learn and use strategies that enable them to resolve problems; whether this be academically or socially.</p> | <p>Social:</p> <p><u>Qualitative</u></p> <p>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.</p> <p><u>Quantitative</u></p> <p>There are less playground incidents recorded on CPOMS as teacher involvement is not needed as frequently.</p> <p>Academic:</p> <p><u>Qualitative</u></p> <p>Children plan how to tackle a task. They monitor how they are getting on and evaluate their success at the end.</p> <p>Children ask for help but this is after they have considered their task and decided that this is their best course of action.</p> <p>Children can talk about their success in their learning in terms of their knowledge of</p> |

themselves, the task and the strategies they have. As a result, their learning will be deeper.

TAs demonstrate their knowledge and understanding of the Scaffolding Model to promote independence skills.

(Bosanquet, P., Radford, J. and Webster, R. 2016) The teaching assistant's guide to effective interaction: How to maximise your practice, published by Routledge.)

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: £ 13,282

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Metacognition training (SLT - whole staff roll-out September 2022 July 2025):</p> <ul style="list-style-type: none"> - 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. -Metacognition training for TAs October 2023. <p>Learning behaviours training (MR, LC – whole school roll-out September 2022-July 2025):</p> <ul style="list-style-type: none"> - 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. - SLT regular Learning Walks <p>In school: Using appropriate strategies from Rosenshine’s Principals of Instruction, opportunities will be provided in each lesson for teachers to model thinking and tasks using metacognitive</p> | <p>Strong evidence base that improving metacognition and self-regulation will improve independence and motivation in all children.</p> <p>EEF Guidance report on Metacognition and self-regulated learning.</p> <p>Tom Sherrington’s Rosenshine’s Principals in Action – based on cognitive science also listed in the EEF Cognitive Science Approaches in the Classroom: A review of the evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</p> <p>Tom Sherrington’s Teaching Walkthrus; 5 Step Guides to Instruction Coaching.</p> | <p>1 and 4</p> |

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| <p>approaches. Children use them through the 'I do, we do, you do' approach.</p> <p>Use of Widgit Online to break down tasks, instructions and vocabulary.</p> | | |
| <p>1 member of SLT to attend TISUK training through Learn Sheffield. L.C to attend Trauma Informed Conference.</p> <p>3 members of support staff to do the Trauma Informed Lead Practitioner training.</p> <p>1 TISUK practitioner to visit two schools to see T.I practice in action, and attend a Mental Health Conference.</p> <p>Weekly PSHE lesson</p> <p>Zones of Regulation - Displayed and utilised in all classrooms and around school.</p> <p>Whole school training took place in Autumn term 2022.</p> <p>Inset with Gareth Morewood September 2023 - all staff; low arousal approach.</p> | <p>TISUK Website: https://www.traumainformedschools.co.uk/what-is-a-trauma-informed-school</p> <p>This is evidenced by the ACE Study which includes over 1000 up-to-date research studies.</p> <p>The Zones of Regulation https://www.zonesofregulation.com/learn-more-about-the-zones.html</p> | <p>2 and 4</p> |
| <p>Continue with the Embedding Formative Assessment Programme.</p> <p>Staff training on Rosenshine's Principals of Instruction and then monitoring by SLT on implementation of the principals in action.</p> <p>Metacognition training (MR, DP – whole staff roll-out September 2022).</p> | <p>Strong evidence base that improving metacognition and self-regulation will improve independence and motivation in all children.</p> <p>Tom Sherrington's Rosenshine's Principals in Action – based on cognitive science also listed in the EEF Cognitive Science Approaches in the Classroom: A review of the evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</p> | <p>3 and 1</p> |

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

Budgeted cost: £ 22,832

| 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. | <p>Building up long-term memory and developing schemas to ease pressure on working memory.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</p> | 1, 3 and 4 |
| Early maths intervention to increase stamina, fluency, confidence and engagement | <p>Building up long-term memory and developing schemas to ease pressure on working memory.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</p> | 1, 3 and 4 |
| Early intervention through LEAP, VIP and NIP (June 2022) | <p>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/</p> <p>We have seen evidence in school that these have had a positive impact on the children participating as they have made significant progress.</p> | 1, 3 and 4 |
| Lexia (June 2022) | <p>Building up long-term memory and developing schemas to ease pressure on working memory.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</p> | 1, 3 and 4 |
| Additional adult support; Year 1: one teacher and 2 full time TAs. | Advice provided by Sheffield external agencies; FUSION (Alethea Broadway), Inclusion and Attendance (Anna | 2, 3 and 4 |

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| Year 2: one full time teacher plus additional teacher x5 mornings and 4 afternoons. Full time TA. This is to facilitate a small group Hub provision. | McClellan) and TISUK Lead practitioner (Jheni Weir). | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 22,284

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Trauma Informed Schools UK:</p> <ul style="list-style-type: none"> ● SLT training - all members of SLT ● whole school approach ● 12 days training for TI lead x3 support staff <p>Behaviour Policy - Teaching positive behaviour strategies</p> <p>3 Positive Regard Twi-light sessions for all staff Sep/Oct 2023.</p> <p>1 consultancy session to provide advice on emotional regulation in Year 1 (22-23).</p> <p>Training for new Attendance Lead, Kate Heaton.</p> | <p>TISUK Website:</p> <p>https://www.traumainformedschools.co.uk/what-is-a-trauma-informed-school</p> <p>This is evidenced by the ACE Study which includes over 1000 up-to-date research studies</p> <p>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.</p> <p>Positive Regard is a well established training and consultancy service led by the Well Spring Trust. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers.)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Huntington Research School.</p> <p>https://researchschool.org.uk/huntington/news/improving-attendance-is-key-but-what-is-the-key-to-improving-attendance</p> | <p>2 and 4</p> |
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| <p>Access to a clinical psychologist (Collins-Donnolly Consultancy)</p> | <p>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</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers.)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | <p>2 and 4</p> |
| <p>1:1 support by qualified counsellor (Caritas Hallam Diocesan Service)</p> | <p>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</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers.)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | <p>2 and 4</p> |

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| Financial support with trips for families in need. | | 1 and 3 |
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Total budgeted cost: £58,398

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 2020 to 2021 academic year.

During the academic year 2022-2023, the Recovery funding and part of the Pupil Premium funding was used to support academic interventions. Our outcomes for KS1 Phonics and KS2 Reading were due in part to the interventions in place.

There has been a focus on upskilling staff in the area of emotional regulation and wellbeing via Positive Regard, TISUK and Low Arousal training. Some qualitative differences can be seen in the classroom, however more time is required to embed the approaches and see improved outcomes for our pupils.

| Year Group and Assessment | Results Whole cohort | Non disadvantaged | Disadvantaged | National |
|---|--|---|--|---|
| Year 1 Phonics Screening 30 pupils | 80% | 76% | 100% | 79.5% |
| Year 2 KS1 SATS Writing is Teacher Assessed 30 pupils | Reading 61% GD 21% Writing 50% GD 4% Maths 75% GD 25% | Reading 64% GD 27% Writing 59% GD 5% Maths 82% GD 27% | Reading 50% GD 0% Writing 17% GD 0% Maths 50% GD 17% | Reading 69% GD 18% Writing 61% GD 7.5% Maths 72% GD 15.6% |
| Year 6 KS2 SATS Writing is Teacher Assessed 30 pupils | Reading 80% GD 40% SPAG 67% GD 23% Writing 56% GD 3% Maths 70% GD 23% Combined 57% GD 3% | Reading 80% GD 40% SPAG 68% GD 20% Writing 56% GD 4% Maths 68% GD 20% Combined 48% GD 4% | Reading 80% GD 40% SPAG 60% GD 40% Writing 60% GD 0% Maths 60% GD 40% Combined 60% GD 40% | Reading 73% SPAG 72% Writing 71% Maths 73% Combined 59% |

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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 Literacy support | Lexia |
| | |

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 once 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.