

Pupil premium example statement (primary)

The pupil premium statement below is an example, created for a fictitious primary school. Its purpose is to help you populate the DfE pupil premium template. All schools are required to use the DfE template to complete and publish their pupil premium statement on their school website by 31 December.

Before completing the template, you should read the DfE's [Using Pupil Premium](#) guidance and the EEF guide to [using your pupil premium effectively](#).

School leaders are best placed to assess their pupils' needs and identify how to use the funding to help disadvantaged pupils to improve their attainment. This example statement is not intended to demonstrate any expectations regarding:

- The length of your statement or the volume and type of activity that you use your pupil premium (and recovery premium) to fund.
- The external providers you use, which is why there are references to 'purchase of a programme' rather than the name of a provider (you should state the name of any external providers in your statement).
- The targets you should set, which is why 'X' and 'X – Y' (for a range) have been used in place of specific figures for the purposes of this example.

Referring to evidence

As per the pupil premium conditions of grant, you must draw on evidence of effective practice in your decision-making and reference this within your school's statement. You do not need to cite every piece of evidence you have referred to.

The evidence cited in this example is primarily from the Education Endowment Foundation (EEF), as the What Works Centre for educational achievement, but it is up to you to decide what forms of evidence you use to support your decision-making – you should satisfy yourself that it is strong evidence and applicable to your school and pupils.

Funding allocation and pupil eligibility figures

Where you are required to enter the amount of funding you will receive this academic year, you should provide an estimate based on the data available to you at the time you complete your statement. You may wish to amend this when allocations are updated and when pupil premium allocations for the following financial year are published.

Where you are required to state the % of pupils eligible for pupil premium, you should provide the most up to date figure you have at the time you complete your statement.

Pupil premium strategy statement for St. Thomas More

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 More Catholic Primary
Number of pupils in school	205 FT 10 PT
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Stephanie Hewitt Headteacher
Pupil premium lead	Stephanie Hewitt Headteacher
Governor / Trustee lead	Maggie Edwards, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,760
Recovery premium funding allocation this academic year	£8,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£34,920

Part A: Pupil premium strategy plan

Statement of intent

Continuation of plan from 2020/21

We remain aware that...

"Not every child in receipt of Pupil Premium has social issues - and not every child with social issues receives Pupil Premium."

We have 19 children in receipt of PP across the school.

These basic principals underline our beliefs and strategy moving forward...

- High quality whole class teaching remains at the core of what we do.
- Class teachers know their children best and are the ones to provide the best provision for them, alongside our experienced teaching assistants.
- All pupils, regardless of social background will be given the same educational opportunities.
- Termly data collection (based on NFER testing) will highlight any areas of concern in core areas.
- Pupils mental health and well-being is a core feature of our school: without feeling safe and secure, pupils will not learn.
- Children on Child Protection plans or Child in need plans will always be prioritised

Challenges

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

Challenge number	Detail of challenge
1	Writing is an issue for all of our pupils in a post Covid world with data showing approximately only 50% of the school at ARE in writing (Summer 2021)
2	Access to high quality reading materials has shown to be an issue for approx. 45% of our disadvantaged pupils as well as those not considered to be at a disadvantage, particularly at KS1. This will include a new phonics scheme (and subsequent training of staff).
3	School has seen an increase in the number of children needing support for their mental health and general well-being
4	.Pupils who receive support for Speech and Language have been at a huge disadvantage due to no face to face support from the agency for 18 months. School staff have had to pick this up
5	Attendance data for some disadvantaged pupils is significantly lower than for other children. We need strategies to get these pupils into school: to make them want to come, as well as support for their families. (Signing, residential etc)

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
Improved writing outcomes for all pupils	Writing outcomes continue to improve over the coming academic years... for example, we aim for by the end of 2023 80% of pupils at the end of KS2 reach the expected standards in writing and we maintain this average going forward Data from Spring to summer 2021 shows slow but steady improvements across all year groups in writing.
Improved long-term reading attainment among all pupils, but with a focus on disadvantaged pupils.	KS2 reading, writing and maths outcomes in 2024/25 show that 50% of PP children reach expected (combined). TA employed in academic year 2021/22 to support this specific cohort Staff appropriately (re)trained where necessary.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Maintain use of pastoral support worker for academic year 2021/22 (or as long as funding lasts).
<p>Ensure pupils who are under Speech and Language Therapist (SALT) receive catch up sessions</p>	<ul style="list-style-type: none"> • 1:1 targeted support for children under SALT who need catch up time in school • Programmes and attainment for these pupils is back on track by July 2023
<p>Attendance for all pupils improves, but particularly for those pupils in receipt of PP for who attendance is an issue</p>	<ul style="list-style-type: none"> • 30% of PP children have poor attendance. We need to ensure these children are in school each day by offering incentives and support. Of this 30%, 20% are in KS1. As Covid diminishes, we need for their attendance to improve over time

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: **£22,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff in writing across the curriculum to ensure high quality teaching, which will also ensure improved and sustained results over time.</p>	<p>High quality INSET for staff from Chris Quigley and Jan Fisher, based on pedagogical research.</p> <p>Teachers needing release time to attend training allows full engagement and time to plan quality INSET</p>	<p>1 & 2</p>
<p>Targeted TA support in class where there is a relatively high number of PP children and those with other needs</p>	<p>Targeted support for specific pupils with specific needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	
<p>Children reading for both pleasure and academic success has declined during the pandemic.</p> <p>We need to re-invest in this, along with a new phonics programme and quality library texts to encourage reading for pleasure.</p>	<p>There is a strong evidence base that clearly links early reading opportunities (including good quality phonics teaching & children being read) to a sustained interest in reading as children become independent readers, including the 20% of children who may need catch up programmes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>All relevant staff need training in this.</p>	<p>2 & 4</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2</p>

<p>Ensure the mental health and well-being of pupils is considered a priority and staff are able to refer pupils to in-house support</p>	<p>Mental health has suffered during the pandemic and children are more than ever having to cope with major life changes. We have reacted to this in our school, as we see fit for our pupils.</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)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3</p>

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

Budgeted cost: **£3,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2</p>
<p>Encourage staff, where necessary, to engage in after-school learning hubs with pupils in their cohorts who may need targeted catch up.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.</p>	<p>2</p>

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

Budgeted cost: **£7,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop our Pupil Parliament so that the pupil voice in school is strong.	Universal recognition of children’s views and opinions can have positive overall effects: Past evidence from our internal school based system which has had an impact in school.	3 & 5
Encourage certain pupils to attend residential visits and attend school trips	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3 & 5
Contingency fund.	Based on our experiences and those of similar schools to ours, we feel it prudent to keep a sum of money aside for emergencies that have not yet been identified.	All

Total budgeted cost: £32,500

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.

Pupil Premium money is limited in this school as we have a below average number of children who are eligible for the funding. However, we do see significant differences in attendance, attainment and well-being in approximately 50% of these children. And we do, of course, see similar issues in children who are not in receipt of this funding too.

Primarily we have to look at Covid-19 as one of the main reasons for this, which has of course disrupted all our subject areas and all of our children to varying degrees. The impact Covid has had (and continues to have) was lessened by our determination to maintain a high quality curriculum, including during periods of partial closure in 2020 and 2021+. Analysis of pupil engagement during the lockdowns, showed that approximately 90% of pupils engaged in either on-line learning, or made use of work-packs delivered weekly to families. However, by definition this also means that 10% did not engage despite our best efforts, and half of these were PP children.

Pupils returned to school with significant issues resulting from the lockdown, including bereavement, family break-ups and the general feeling that life had been pretty rubbish for some of our children. At least 50% of our PP children are involved with our Pastoral support worker here in school. This is why we have put such a huge emphasis on ALL pupils' mental health and general well-being. If children are not happy they will not want to learn. We see this as a long term issue and are happy to heavily invest in this.

Staff have also suffered with their mental health and well-being, and having the normal pattern of the school year disrupted and changed so much. We need to reignite their passion for teaching and learning too, and give them access to high quality resources and training so that the children are ultimately taught well and eager to engage with enthusiastic staff.

Externally provided programmes

Programme	Provider
Developing an Outstanding Curriculum	Chris Quigley
Phonics training	Little Wandle

