



Pupil premium strategy statement

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	428
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2023-24 2024-25 2025-26
Date this statement was published	December 2023
Date this statement was first reviewed	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Kate Carter Headteacher
Pupil premium lead and school team	Kate Carter, Headteacher Esther Sharpe, DSL Jo Scott, HSLW Caroline McNiff, SENCO
Governor / Trustee lead	Richard Holmwood (Governor with oversight of disadvantaged pupils)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,850
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year	£46,850





Part A: Pupil premium strategy plan

Statement of intent

Our Mission Statement and Aims highlight the fact that we look to the potential of EVERY child whatever their circumstances. As a school we look to Make **S=P+A+C+E** for **EVERYONE** - an initiative aimed at inclusion in its widest sense. Whilst a set of children have been identified as being eligible for Pupil Premium, we see them as individuals. Each child is special and unique, each child has different needs and each and every child in our school is encouraged without distinction to be the best that they can be.

Much of the work that is outlined in this statement is also intended to support the needs of all of our children as required, 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.

Through careful evaluation of the academic and pastoral needs of disadvantaged children, this pupil premium strategy looks to ensure that we break down any barriers to disadvantaged children thriving in school and achieving their potential.

Our overall aims are:

- To raise the aspiration and ambition of disadvantaged students and to ensure that they have equitable access to all school experiences.
- To ensure all disadvantaged students benefit from quality first teaching where planning considers their individual learning needs including barriers to learning.
- To utilise targeted interventions and support, in all subjects, facilitating high quality education provision for disadvantaged students.
- To remove non-academic barriers including attendance, behaviour and wellbeing to support the success of disadvantaged students.
- To improve the progress and outcomes of disadvantaged students and eliminate the gaps between their progress and outcomes and that of their more affluent peers.
- To improve the reading fluency, comprehension, and vocabulary of disadvantaged students.
- To improve the mental health and well-being of disadvantaged students.





Challenges

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

Challenge number	Detail of challenge
1	Ensuring full parental involvement and engagement with children’s educational needs and aspirations, buy-in from parents/carers in identified cases to development of habits of mind and attitude to learning through the St Thomas Learner.
2	Ensuring full support is provided for supporting positive parenting outcomes for disadvantaged children.
3	Ensuring full support is provided for disadvantaged children who are also children with EAL and/or children with Special Educational Needs (linked to engagement with parents/carers). 54% of Disadvantaged cohort are also EAL (25% non-disadvantaged pupils) and 25% SEN (11% non-disadvantaged), 25% SEN monitoring (16% non-disadvantaged).
4	Accessibility to timely relevant professional support for SEN.
5	Group vulnerability – high number of Disadvantaged cohort are also flagged for Child Protection or wellbeing concerns. This creates need for higher focus on emotional and social support.

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>Learning and the Curriculum: Attainment and progress without gaps for disadvantaged cohort</p> <ul style="list-style-type: none"> • Providing evidence based adult led interventions in phonics, reading, spelling and grammar support for writing • Additional teacher led intervention groups in lessons 	<ul style="list-style-type: none"> • Gaps in percentages of children across the school working at age related expectations within and without disadvantaged cohort are closing in all year groups against previous year’s data • All interventions measured as having positive impact on children’s attainment using standardised data from start and end of intervention • Writing data shows gaps between in-year cohorts closing across the school
<p>Parents and families: engagement with education and high aspirations for their children</p> <ul style="list-style-type: none"> • Employment of qualified HSLW to provide support for families 	<ul style="list-style-type: none"> • Continued employment of HSLW • Development of parental engagement programmes with high satisfaction rating from parents attending. • Attendance increasing year on year





<ul style="list-style-type: none"> Families signposted to additional support according to need School based parental support, eg Parenting Puzzle, emotional wellbeing, parenting as well as curriculum centred 	<ul style="list-style-type: none"> Attendance at parent events organised for specific cohort groups and family learning increases year on year
<p>Social and emotional support: ensuring children are resilient and their wellbeing is paramount</p> <ul style="list-style-type: none"> Continued employment and support of three Emotional Literacy Support Assistants (ELSAs) and Home School Link worker (HSLW) to provide children and parents with emotional and social resilience and promoting wellbeing and good parenting and relationships Priority across School for children's pastoral and welfare needs with maintenance of robust safeguarding procedures and focus on pupil wellbeing Counselling available to children as appropriate Whole school focus on mental health and wellbeing and use of S=P+A+C+E for ME initiative Whole school focus on inclusion, diversity and equality through S=P+A+C+E for EVERYONE initiative 	<ul style="list-style-type: none"> Continued employment of trained HSLW and ELSAs Number of children and parents able to access services increasing year on year Feedback at end of individual programmes shows positive impact of involvement Rainbows course to be provided for those suffering loss if appropriate Range of services and provision made available to families formalised and expanded over course of year
<p>Enrichment within and beyond the curriculum: to ensure all children are able to access safe and engaging extra-curriculum opportunities including enrichment opportunities</p> <ul style="list-style-type: none"> Access to be available to Breakfast and After School Clubs, Holiday Clubs, Lunchtime homework clubs and extensive range of extended school provision at subsidised or free cost as appropriate Guaranteed availability of access to opportunities for wide range of curriculum enrichment activities within and without the School. Access to all educational visits and visitors by subsidy/full payment as appropriate 	<ul style="list-style-type: none"> Funding made available to ensure emergency and longer-term access to Extended School provision for all disadvantaged pupils and others in need at any point. No child to be denied access to Educational visits/visitors etc. due to disadvantage All High attainers provided with specific opportunities for curriculum enrichment activities Opportunities for gifts and talents to be developed and celebrated





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.

NB We are budgeting to spend in excess of the total funding identified above, using other funds to ensure that all of our children get the very best provision.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £44,119

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Consistent high Quality First teaching in all classes Ensuring all teaching and classroom support staff are aware of Disadvantaged cohort Providing additional adult support, improving the adult to child ratio in classrooms for children in receipt of the Pupil Premium and providing focussed intervention programmes as necessary in order to help reduce the attainment gap.</p>	<p>Clarity of understanding of individual children and their needs. Additional adult support in classrooms allows more 1:1 focus on targeted children and allows teachers more time to work with individuals rather than classroom support. Introduction of proven interventions such as First Class @ number which are evidence based to help encourage more rapid progress</p> <p>Provision of Quality First teaching together with properly targeted intervention and group work and effective pupil feedback to ensure rapid progress and attainment</p>	1, 3, 4, 5
<p>Contribution towards employment, training and supervision costs of three part time ELSAs with up to 3 full days for working with children on emotional needs including social skills.</p>	<p>A necessity in line with our School ethos. High level of need amongst Disadvantaged cohort. Clear evidence that self-assured, emotionally stable children make more rapid progress in their learning and ELSA support programme is effective at boosting the children's confidence and their ability to speak up and share their worries, which form barriers to their learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5
<p>Contribution towards employment, training and supervision costs of HSLW. Targeted family centred work based around improving parental engagement, parenting skills and children's social and emotional learning including, for example, regular drop-in sessions, emotional wellbeing support, parenting support classes, signposting to</p>	<p>A necessity in line with our School ethos. High level of need amongst Disadvantaged cohort related to wider family/social issues. HSLW has access to services and support for families. Clear evidence that impact of more settled and stable home life has significant impact on children's wellbeing and their sense of self-worth and consequently their learning. Evidence based research on benefits of increased parental engagement and specific teaching and learning around social and emotional needs.</p>	1, 2, 5





relevant services and funding as appropriate to individual need.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Investment in Master Readers to secure stronger reading comprehension teaching for all pupils.	Targeted reading comprehension approaches have a strong evidence base that indicates a positive impact on pupil outcomes, particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 3, 4

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

Budgeted cost: £1,433

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention through Third Space 1-2-1- Maths Tuition (Spring Term)	Evidence based intervention that improves outcomes of students in confidence and manipulation of number.	1, 3, 4
Targeted intervention through Little Wandle (SSP) – daily keep-up and rapid catch up sessions	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3, 4

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

Budgeted cost: £5,258

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>(See identified strategies above under Teaching costs related to behaviour and wellbeing)</i>		
Ensuring that financial considerations or lack of transport are not a barrier to inclusion in learning opportunities Priority in clubs booking system for children in receipt of Pupil Premium with one club	Disadvantaged children are less likely than other groups to attend extra and co-curricular activities but these can have a significant impact on pupil wellbeing and self-confidence as well as providing outlets for skills and talents not necessarily shown in the classroom setting.	1, 2, 3, 4, 5





St Thomas of Canterbury Catholic Primary School

Being the best that we can be



place offered for each child free of cost.		
Helping to provide uniform and cover other expenses that allow all our children to take a full and equal part in the life of the School and build their self-esteem and confidence Weekly reviews with HSLW, Inclusion leader and Headteacher, monitoring of support provided.	Impact on self-confidence and wellbeing of not being able to access activities and opportunities due to lack of financial support can be significant. No child should be precluded from accessing the curriculum and other learning opportunities offered by the school (including residential visits) due to a lack of family funding. All children should have uniform and shoes whatever their family circumstances. Children's confidence and sense of self and community will be developed with positive impact on general approach to school and peers.	1, 2, 3, 4, 5
Helping to provide staffing for, and access to, the Breakfast and After School clubs and other costed co-curricular activities including educational visits so that no child is left out because of their family's financial position. Weekly reviews with HSLW, Inclusion leader and Headteacher, monitoring of support provided.	Every child needing additional support through opportunities provided by the Extended School provision are able to access it. Benefits to family circumstances, child's wellbeing, health and confidence and ultimately on academic performance.	1, 2, 3, 4, 5

Total budgeted cost: £50,800



Making **S=P+A+C+E** for learning





Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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. **100% PP pupils met the threshold for the Year 1 Phonics Screening.**

The **KS2 SATs** data from July 2024 showed that there were 7 pupils of receipt of pupil premium. **100%** achieved the expected standard in reading. **85% (6/7)** achieved the expected standard in maths and **71.4% (5/7)** achieved the expected standard in writing.

Since the introduction of master Readers our reading outcomes have shown significant improvement for all pupils including PP and this is on an upwards trend so will continue. Our HSLW has offered support to all of our PP families to at least some extent. This ranges from offering free extra-curricular clubs and signposting availability of holiday play schemes to high levels of 1:1 support or parenting, bereavement and involvement in Teams around the family. The ELSA team are pivotal in our work with many of our PP children and most have contact with an ELSA on a regular basis throughout their time at our school. This emotional support enables these children to be ready to learn when in class. our ELSA's are fully trained and attend regular updates, networks and supervision. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

All children in receipt of Pupil Premium were offered one free extra-curricular club a week. One child declined this offer but every other child accepted and enjoyed this enrichment opportunity. Funds have enabled all PP pupils to access trips and residential visits. The school maintains a full and broad curriculum to ensure that all gifts and talents can be developed and celebrated.

Based on all the information above, the performance of our disadvantaged pupils is on track to meet expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

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
Master Readers	White Knights (English Hub)
Steplab instructional coaching	





Further information

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:

- Collaborative learning approaches (Thomas 10) <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches>
- Metacognition and self-regulation (Thomas 10) <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>
- Improving quality of pupil feedback (Thomas 10) <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>
- Mastery curriculum approach (maths and beyond) <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our current pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also looked at the various approaches taken in other schools, which are broadly similar to us in terms of context and community.

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 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 an evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

