

Pupil premium strategy statement – St Thomas CE Primary School

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	229
Proportion (%) of pupil premium eligible pupils	21 pupils
1	2024-25 <u>2025-26</u> 2026-27
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Emily Alty
Pupil premium lead	Imogen Moffatt
Governor / Trustee lead	Rev. Susan Salt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,175.83
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 <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>	£33,175.83

Part A: Pupil premium strategy plan

Statement of intent

At St Thomas', we remain deeply committed to improving outcomes for our most disadvantaged pupils. Building upon the successes and learning from the previous year, our Pupil Premium strategy continues to focus on narrowing the achievement gap through a three-tiered approach:

- Quality First Teaching for all pupils, ensuring the highest standards of teaching and learning are maintained.
- Targeted Interventions that address the specific barriers to learning faced by our disadvantaged pupils.
- Wider Strategies that consider the whole child, supporting their social, emotional, and physical development.

We believe in empowering parents/carers as key partners in the education journey. Active and consistent engagement with families remains a cornerstone of our strategy, ensuring that the school and home environment work in tandem to support our pupils.

In line with our commitment to raising aspirations and academic achievement, we will continue to combat barriers to good attendance for our disadvantaged pupils. This focus on improving attendance is critical to ensuring our pupils benefit fully from their education, with the goal of achieving our whole-school target of 100% attendance.

Our focus on quality first teaching continues to underpin everything we do at St Thomas'. Last year, we rigorously tracked the progress of our disadvantaged pupils, ensuring that our strategy was responsive to their individual needs. In 2025-2026, we will build on this foundation by continuing to personalise learning for every pupil, making sure that gaps in attainment are identified early and addressed promptly through targeted support and intervention.

As in previous years, our academic curriculum will set the highest expectations for all pupils, with particular emphasis on our Pupil Premium children. Our teachers will continue to provide scaffolded learning that ensures every child is equipped with the tools they need to succeed.

In line with our ongoing commitment to the whole child approach, we will ensure that Pupil Premium pupils are not only supported academically, but also in terms of their emotional, social, and personal development. Our enriched extracurricular offerings will continue to play a pivotal role in expanding opportunities for our disadvantaged pupils, allowing them to experience new activities and broaden their horizons.

We will continue to rigorously monitor and adapt our interventions to ensure they are effective. Through data analysis and regular professional discussions, we will identify individual needs and ensure that our Pupil Premium children have access to the resources and support they need to succeed.

At St Thomas', we are all committed to supporting our disadvantaged pupils, and our strategy remains a shared responsibility for all staff. Everyone, from teaching staff to

support staff, understands their role in helping our Pupil Premium children thrive, both academically and personally. This shared commitment will ensure that every pupil can succeed in our challenging and rigorous academic environment.

We ensure disadvantaged pupils are challenged in the work that they're set

- act early to intervene at the point need is identified
- support and engage with families of all children
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve - we champion high expectations for all.

The Pupil Premium strategy is central to our overall vision for the school, and we will continue to adapt it to meet the evolving needs of our pupils. Every decision, discussion, and action will reflect our dedication to ensuring that all our pupils, particularly those who are disadvantaged, can access the full range of opportunities available to them at St Thomas'.

Through collaboration, innovation, and a relentless focus on closing the attainment gap, we will ensure that every child, regardless of their background, is given the best possible chance to succeed.

Challenges

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

Challenge number	Detail of challenge
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1	Some PP pupils start from varied points and may face attendance barriers. Timely support, early intervention, and family engagement are needed to narrow gaps and build confidence.
2	Attendance for some PP pupils is lower than peers, affecting progress, lateness is also a barrier to learning. Early identification and personalised family support are key to raising attendance and outcomes.
3	PP pupils may need additional support for social and emotional development. Pastoral care and nurturing environments help build resilience and readiness to learn.
4	Some PP pupils may have fewer opportunities beyond school. Trips, workshops, and real-life experiences broaden horizons, inspire curiosity, and build life skills.
5	Additional support is needed for some pupils to develop confidence and social skills. Targeted pastoral support and group activities foster teamwork and positive relationships.

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
Continued improvements in the reading attainment of disadvantaged children.	- By July 2026, at least 80% of PP pupils will meet or exceed the expected standard in reading. - At least 85% of disadvantaged pupils currently working below ARE will make a minimum of 6

	months' progress in standardised reading scores. • PP pupils in KS2 Literacy Boost will demonstrate a 20% increase in comprehension question accuracy on termly assessments. • Weekly progress discussions identify pupils requiring intervention or additional support. • Curriculum leaders review data half-termly to adjust groupings, adapt curriculum, and refine intervention timetables. • Intervention impact is reviewed fortnightly using short-cycle assessment checks. • NFER Papers for assessment, Phonics Screen tests and moderation to assess progress.
PP attendance at least in line with the rest of the school and above national average (or better).	• The gap between PP and non-PP attendance will continue to diminish • PP Pupils have a positive attitude about school attendance • High profile of attendance by all staff • Weekly attendance meetings with core staff • Parent liaison/pastoral lead and SLT will respond appropriately to offer support and address attendance issues that arise • Meetings with parents regarding concerning attendance/ holiday requests • Reduce the PP attendance gap from 0.9% to below 0.3% by July 2026. • Reduce the proportion of PP pupils classed as PA from 14% to below 8%. • All PP pupils below 94% attendance will have an individual attendance plan.

Increased number of PP pupils demonstrating exceptional behaviours and attitudes to learning.	• PP pupils engaged in all subjects • High quality CPD for teachers and teaching assistants on using a range of strategies to support positive learning behaviours • Refined behaviour curriculum, which is bespoke to school and personalised where needed to address the reasons behind any behaviour concerns • Independent and resilient pupils who take ownership of their learning. • Weekly pastoral support. • PP pupils will show improved behaviours for learning, evidenced by: • A 30% reduction in behaviour logs. • Increased engagement in lessons (monitored through fortnightly learning walks).
Writing attainment of PP pupils will improve and there will be more PP pupils at secure expected or above.	• More pupils at secure expected level in writing • Fully engaging and effective writing curriculum in place • PP pupils who are enthusiastic about writing and proud of what they have achieved • Specific writing intervention for PP pupils to accelerate progress • Careful monitoring of PP pupils' writing attainment at Pupil Progress Reviews and between, with personalised feedback for PP pupils to accelerate progress • By July 2026, 70% of PP pupils will be secure at ARE in writing. • Pupils receiving Ready Steady Write-linked interventions will show measurable improvement in

	sentence structure and accuracy, assessed half-termly.
Improved parental engagement will improve academic outcomes, attitudes to learning and attendance.	- Continue to develop parental workshops to provide opportunities to empower parents e.g. curriculum workshops, phonics, maths etc. Careful consideration given on how to target this support. - Targeted communication to provide updates on pupil-progress, up-coming events and ways to support learning at home. - Attendance of PP parents at workshops will reach at least 75% across the year. 100% of PP families identified as "priority engagement" will receive personalised communication and at least three points of structured contact per term.

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: £12,055

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead support including drop-ins, Quiet Zone and well-being 1:1 session.	EEF's Social and Emotional Learning guidance (Primary, 2021) shows SEL programmes can provide +4 months' progress. Pastoral interventions build resilience, reduce anxiety and support	3 and 4

	readiness to learn, particularly vital for disadvantaged pupils.	
Attendance strategy: weekly team meetings, parental engagement, incentives, and targeted support.	EEF Attendance Evidence Review (2022) highlights that personalised approaches, family liaison, and clear monitoring are effective in improving attendance. Improved attendance directly supports attainment and wellbeing outcomes. All PP pupils below 94% attendance will have tailored action plans. Weekly team meeting analysis will include subgroup patterns and individual triggers. Termly "Attendance Conversations" with families identified as priority. Step targets introduced: Term 1: PP attendance reaches 96%. Term 2: Gap reduces to <0.5%. Term 3: Gap reduces to <0.3%.	3 and 4
Music provision: whole-class instrument teaching from Y2 upwards.	Research suggests music participation supports cognitive, social, and academic outcomes. EEF toolkit identifies Arts Participation as positively linked to attainment and engagement (+3 months progress). Monitoring will include: Participation rates of PP pupils. • Pre/post measures of confidence or motivation. • Correlation with reading/writing outcomes.	4
Phonics Programme Ready Steady Write English scheme, with Professional Development for staff	The use of high-quality units of work using language-rich vehicle texts from Reception through to Year 6. These enrich the teaching of writing, contextualise spelling, grammar and punctuation and enable children to reach ARE and Greater Depth in writing £2000 includes scheme, resources and training	1

Quality First Teaching approaches designed to engage, motivate and support PP pupils (e.g., seating plans, targeted questioning, and relationship-focused practice).	High-quality teaching is the most effective way to improve outcomes for disadvantaged pupils (EEF, 2021). Evidence shows that strategies such as scaffolding, structured questioning, and strong teacher–pupil relationships significantly enhance progress and resilience. The use of <i>Walkthrus</i> and our bespoke Teaching and Learning Toolkit ensures consistent implementation of these approaches across classrooms. Ongoing CPD underpins this work, equipping staff to deliver evidence-informed practice that directly addresses challenges by improving engagement, behaviour for learning, and attainment. Fortnightly learning walks using a standardised checklist aligned with EEF and the Great Teaching Toolkit. Focus areas: modelling, scaffolding, vocabulary instruction, and quality of feedback. Book looks each half term for PP pupils, analysing progress and curriculum access. Coaching cycles for teachers and TAs to support consistent implementation.	3 and 4
Parent liaison and workshops (e.g. phonics, maths, SEND support).	EEF Parental Engagement Guidance (2021) emphasises that working closely with parents can improve learning by +4 months. Workshops and personalised communication help build parental confidence and directly support learning at home. Priority engagement list generated each term based on workshop attendance and communication patterns. Mixed-format workshop offer (AM/PM/virtual/recorded). Parent Connect Lead to provide 1:1 support for families requiring additional guidance.	1

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

Budgeted cost: £12,553

Activity	Evidence that supports this approach	Challenge number(s) addressed
Launching Fast Track Phonics	From September 2025, we will roll out an enhanced phonics catch-up model (“Fast Track Phonics Plus”) to	1

Plus	ensure PP pupils achieve secure decoding earlier. Teachers and TAs will track progress fortnightly and adapt provision immediately. According to the EEF (2022), systematic phonics typically leads to +5 months' progress, particularly effective for disadvantaged pupils. Entry: Below 80% phonics assessment score or slow progress on blending. Exit: Achieves mastery on two consecutive assessments.	
Embedding Daily Oracy Routines in EYFS/KS1	EYFS staff will embed daily talk-rich routines, such as structured storytelling circles, drama play, and explicit vocabulary instruction. Our target is for all PP pupils to leave Reception confidently using age-expected language structures. The EEF (2020) highlights oral language interventions can add +6 months' progress, laying essential foundations for reading and writing. Entry: Below age-related language levels. Exit: Meeting expected language structure benchmarks.	3 and 4
TA CPD Pathway	This year we will introduce a TA CPD Pathway — a structured CPD cycle where every TA completes training in precision intervention delivery for literacy and numeracy. Sessions will be observed, coached, and refined each half term. The EEF (2021) confirms that structured TA interventions can secure +4 months' progress when implemented with fidelity. Termly CPD focus: vocabulary, effective modelling, feedback, cognitive load management. Training aligned with EEF's Effective Professional Development mechanisms.	1/3 and 4
KS2 Literacy/ Reading Boost Programme	We are introducing the KS2 Literacy Boost Programme, a model of high-frequency, short-burst small-group intervention focused on comprehension, grammar, and writing fluency. Sessions will be timetabled three times weekly and linked directly to classroom learning. September 2025 will launch Reading Plus programme. EEF evidence shows small-group tuition delivers +4 months' progress, making it a powerful strategy to raise attainment for PP pupils in upper primary. Entry: Standardised reading score below 95 or QLA identifies comprehension gaps. Exit: Minimum 6 months' progress or secure comprehension accuracy rate.	1

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

Budgeted cost: £10,820 (approx)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing First – Pastoral Lead, TA Training and Quiet Zone	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchh&search_term In 2025–26, we will expand the role of the Pastoral Lead to include structured drop-ins, weekly wellbeing sessions, and a relaunched Quiet Zone/Lighthouse Room space. Alongside this, a new training pathway will be introduced for Teaching Assistants to build capacity in pastoral support, ensuring PP pupils receive consistent guidance and mentoring from multiple adults. The EEF’s Social and Emotional Learning Guidance (2021) evidences an average +4 months’ progress from SEL approaches, particularly when embedded across staff. £734 based on one hour per day	1, 2 and 3
Attendance Matters Programme	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment The EEF’s <i>Attendance interventions rapid evidence assessment</i> (2022) highlights that personalised parental engagement, targeted support addressing individual barriers, and multi-component programmes show the most promise in improving attendance. While overall evidence quality is mixed, tailored, data-driven approaches are recommended as more effective than generic strategies. (EEF, 2022) Based on weekly 15-minute attendance meeting with attendance team (£1000 approx)	2
Access for All – Extracurricular and Clubs	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university-re-grant?utm_source This shows that participation in arts activities (including extra-curricular ones) is associated with an average gain of +3 months’ progress in academic areas, and highlights the value of such engagement especially for disadvantaged pupils. £352 based on one hour per term for analysis	3
Music for Confidence and	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	3

Engagement	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation £2000 approx	
Parent Connect – Engagement and Workshops	We are introducing a structured parent engagement programme with termly curriculum workshops, SEND drop-ins, and regular progress updates. Communication will focus on empowering parents to support learning at home. The EEF Parental Engagement Guidance (2021) shows such approaches can add +4 months' progress and improve attendance.	1
Specialist Teaching Enrichment	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time From September 2025, PP pupils will benefit from specialist-led sessions in Art, DT, and Music, ensuring access to high-quality subject expertise. These sessions provide stretch, creativity, and a richer curriculum. Evidence from the EEF indicates that specialist enrichment enhances progress and broadens cultural capital. DT Specialised £3000 approx Art Specialist £3000 approx	3

Total budgeted cost: £ 35,428 (approximately)

Part B: Review of the previous academic year 2024-25

Outcomes for disadvantaged pupils

Detail of challenge	Impact of 2024-2025 Strategy
Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.	100% passed PSC – Y1 (100% of pp)
Our assessments and observations indicate that the education and well-being of our disadvantaged pupils has been impacted by partial school closures to a greater extent than other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps, leading to pupils falling further behind age related expectations, particularly in maths and reading.	Attainment across school from Y1 – Y6 (Summer term) Reading: 12/18 – EXP+ Writing: 10/18 – EXP+ Maths: 8/18 – EXP+ RWM: 10/18 – EXP+ KS2 data = 93% RWM ARE (97% PP) Phonics Screen Check Y1 = 100% Multiplication Check Y4 = 24 average score KS2 PP (1 pupil) = 100% reading ARE, 0% maths ARE, 100% reading ARE
Attendance data shows that there is missed learning due to poor attendance – there is a difference between PP attendance and non-PP attendance which is a contributing factor to poor academic achievement.	PP attendance 96.54% compared to whole school attendance of 97.41%. 6 PP pupils with 99 or 100% attendance Some significant improvements in some PP children just below school attendance of school attendance of 97.41%.
Observations, discussions and surveys indicate low levels of parental engagement/ support – some parents do not engage well with school and communication is poor. There can be lower attendance from PP parents at	Increased attendance from all parents (including PP) at parents evening (100% PP parents attended spring term parents evening)

school events such as parents evening and celebrations. Observations, discussions and surveys indicate low levels of parental confidence in supporting home learning – parents and pupils have commented on how they felt a lack of confidence when learning at home, particularly around maths and reading.	Positive feedback from Parent Survey – 100% of PP parents would recommend St Thomas' to a friend Positive attendance at parent workshops and SEND coffee morning.
Some PP pupils face ongoing challenges linked to mental health – this presents as school refusal, anxiety, lack of confidence, low levels of resilience in both parents and pupils	As a result of the support provided (e.g. pastoral interventions and self-regulation), pupils exhibit lower levels of anxiety and stress, allowing them to engage more effectively in their learning as well as improve their overall school attendance (read case studies to see impact on individual pupils).