

Pupil premium strategy statement – St. Thomas More Catholic 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	218
Proportion (%) of pupil premium eligible pupils	5%
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	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sophie Howes
Pupil premium lead	Emma Giddings
Governor / Trustee lead	Crofton Alexander

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15150
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>	£15150

Part A: Pupil premium strategy plan

Statement of intent

As a Catholic school the equality of the opportunities that we provide to children is central to our mission. We are committed to closing the attainment gaps that exist and ensuring that all children have equal access to the opportunities that education provides. We are working hard, in respect of our most disadvantaged children, to ensure that the Pupil Premium budgets are ringfenced and being used insightfully in our school and that the spends are impactful in narrowing achievement gaps. Our strategy in respect of provision for our disadvantaged children is based on several factors including research, previous provision and impact measurement as well as student and parent voice. We run a school in which support can always be flexible and bespoke in order to meet the needs of all of our children.

We believe that, to narrow and/or close the achievement gaps with our disadvantaged students we need to invest in the establishment and progress of quality first teaching, targeted academic interventions which meet individual student need and pastoral support which provides social, emotional and behavioural support to children and families who find inclusion to be a challenge.

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance by some of our children limits their learning and expands knowledge and skills gaps.
2	Some of our PP children lack learning behaviours necessary for accessing classroom learning consistently.
3	Some of our PP children lack self-esteem and/or have a poor perception of school or staff. This effects motivation and engagement.
4	Most of our PP children have knowledge gaps in reading, writing or numeracy. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for 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.
5	Some of our PP children lack aspiration and does not see the choices offered by education

6	Some of our children's parents are not as engaged with the school or the learning process and do not value learning or support the learning process at home.
7	Some of our PP children suffer from material or electronic disadvantage which limit access to learning and to extra-curricular experiences.
8	Some of our PP children display behaviour which suggests social and emotional needs which can prohibit engagement with learning
9	Some of our PP children have difficulties in accessing the language required for learning due to communication barriers. Assessments, observations, and discussions with pupils indicate some underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.

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
KIP1: The school's pedagogical approach will ensure different opportunities for talk in lessons underpins effective learning and progress.	Pupils will improve their ability to talk and learn effectively – raising attainment of all Pupil Premium children at least in line with Non-Pupil Premium groups.
KIP1: Pupils will enjoy the challenge that learning can bring and access mastery at an appropriate level.	Improving progress and raising attainment of all Pupil Premium children at least in line with Non-Pupil Premium groups. Numbers of Pupil Premium children working at a Greater Depth across the Curriculum will increase.
KIP1: The school's pedagogical approach will utilise different environments, including the outdoors, to enhance teaching and learning across the Curriculum and increase engagement levels of pupils further, particularly boys	Deeper levels of engagement will improve progress and attainment of all Pupil Premium children at least in line with Non-Pupil Premium groups.
KIP1: Teaching and learning across the school is at least good.	Monitoring of standards in teaching and learning show that over time, quality first teaching is at least good.
KIP2: PP children become more skilled at reading.	Standardised assessments in Reading demonstrate that children in receipt of the PP make at least expected progress.
KIP1: PP children acquire early language skills in line with peers.	All non-SEND PP children achieve national average expected standard in Phonics Screening Check.
KIP1: PP children's writing skills are improved.	Standardised assessments in Writing demonstrate the children in receipt of the PP make at least expected progress.
KIP1: PP children's mathematics skills are improved.	Standardised assessments in Maths demonstrate the children in receipt of the PP make at least expected progress.
KIP1/4: 1:1 intervention improves the progress and attainment of PP children in line with National	All targeted individuals are attaining in line with National expectations across Core subjects.

expectations across core subjects in reading, writing, phonics and mathematics.	
KIP1: The children acquire the disciplines and knowledge required across the curriculum to perform in line with their peers.	Knowledge and disciplines evident in their books and through assessment data.
KIP4: All families who require Early Help, receive this in a timely fashion	Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS assessment.
KIP4: Children who have been identified as requiring additional pastoral support receive this for the length of time that it is required.	Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS test.
KIP2: Numbers of notable behaviour incidences for PP children remains low. Number of fixed term exclusions for PP children remains at zero.	Behaviour logs and reviews.
KIP1/2/4: Impact of the use of external agencies leads to better outcomes for pupils.	Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS test.
KIP2: The attendance of targeted PP children who are persistent absentees, improves.	Attendance data
KIP4: Children in receipt of the Pupil Premium have equal access to all that the school offers in terms of additional provisions.	All PP children attend school trips, clubs, enrichment and have access to the same resources regardless of means.
KIP5: Children receive equal opportunities for spiritual growth.	All PP children make good progress in Religious Education and participate in the Catholic Life of the school.

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: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Continued research-led exploration into effective oracy within lessons underpins consistently good and better teaching across the school: - Attending high quality training (lessons incorporate a variety of opportunities for quality talk for learning). - Purchasing materials and resources to enable quality talk. - Opportunities for lesson study. 	<p>We have taken particular guidance from the Ofsted Report ‘how schools are spending funding successfully to maximise achievement’ in our formulation of strategy. This report outlines the importance of diagnostic tools to identify specific gaps and the importance of impact measurement in terms of response. Our whole</p>	2,3,4,5,7

<ul style="list-style-type: none"> • Development in understanding of Mastery across the Curriculum: <ul style="list-style-type: none"> - Attending high quality training. - Purchasing materials and resources to further support challenge for Highly Able. - Opportunities for lesson study. • Development in understanding of Metacognition across the Curriculum: <ul style="list-style-type: none"> - Attending high quality training. - Purchasing materials and resources to further support Metacognition. - Opportunities for lesson study. • Development in understanding of outdoor learning across the Curriculum: <ul style="list-style-type: none"> - Attending high quality training. - Purchasing materials and resources to further support challenge for Highly Able. - Opportunities for lesson study. • Continued implementation of the school curriculum through: <ul style="list-style-type: none"> - Attending high quality training (continued development of Middle Leads to ensure individual subjects have refined Intent, Implementation and Impact) - Embedding the school’s approach to enhancing Cultural Capital. - Continued refinement of the whole school Curriculum through robust evaluation - Purchasing of materials to meet and enhance the needs of the Curriculum • Development of the provision for reading: <ul style="list-style-type: none"> - Continued training for staff in the school’s approach to the teaching of reading - Supply cover for Subject Lead to monitor standards and to support where there are areas for further development - Enhancement of strategies and resources in the development of reading for pleasure - Purchasing of materials to support the school’s approach to the teaching of reading. - Continued embedding of the validated Phonics scheme to ensure that all children are successful early readers and no Pupil Premium children fall behind. 	<p>strategy is based on the production of a barrier map for all PP children on which specific gaps can be identified and responses agreed. These responses are impact measured and evaluated termly as part of our pupil progress meetings in which the progress and achievement of PP children is a specific focus.</p> <p>All evidence including that of our own experience, the Sutton Trust and EEF toolkits and the Ofsted guidance is clear that quality teaching has a disproportionate impact on pupil premium children. We are striving to ensure that teaching is at least good across our school. We invest in training to ensure that quality first teaching is always supported and remains a goal.</p> <p>We are working hard with all teachers to embed clear, engaging teaching and high expectations of all learners, both of which are evidenced by Hattie’s research culminating in the Visible Learning Metax global research database</p> <p>This research also highlights the positive impact of strategies relating to metacognition (0.6), self-directed learning and student self-regulation (0.67/0.54).</p> <p>The Sutton Trust and EEF toolkits identify a focus on a few key things which have the most significant national impact on achievement and progress.</p> <ol style="list-style-type: none"> 1. A school-wide understanding of metacognition and embedding of behaviour management processes which embed self-regulation for children. 2. Reading comprehension strategies and the explicit embedding of phonics throughout the school. 3. Staff training and the effective use of experts to assist and intervene in the educational process for children. 	
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<ul style="list-style-type: none"> - Investment into a quality, recommended reading scheme that links directly with the school's Phonics scheme. <p>• Development of the provision for Writing:</p> <ul style="list-style-type: none"> - Subject Leads to monitor standards in teaching across the school - Supply costs for the English Lead to further develop the whole school approach to Writing. - Purchasing of materials to support individual pupils with their development in writing - One to one and group teacher support for targeted children <p>• Development of the provision for Maths:</p> <ul style="list-style-type: none"> - Subject Leads to monitor standards in teaching across the school - Supply costs for the Maths Lead to monitor standards in Maths. - Purchasing of materials to support individual pupils with their development in maths - One to one and group teacher support for targeted children - Continued roll out of NCETM, including purchasing of resources needed. <p>• Development of the teaching in all Foundation subjects:</p> <ul style="list-style-type: none"> - Subject Leads to monitor standards in teaching across the school - Supply costs for the Subject Leads to further develop the whole school approach to the teaching of Foundation subjects. - Purchasing of materials to support individual pupils with their development in Foundation subjects - One to one and group teacher support for targeted children where required 	<p>We are also acutely aware that the disadvantage gap is the result, at least in part of a vocabulary gap which limits access to some areas of the curriculum for our most disadvantaged children. This is evidenced in a number of places including Open Access Government and the work of Alex Quigley and Tanya Christ. We are addressing this through establishing a clear reading focus and in embedding oracy in our classrooms.</p> <p>We also believe that the 'traditional' methods of teaching do not meet the needs of all of our children, especially a proportion of our most disadvantaged. We are exploring how the introduction of more organised approach to the embedding of outdoor learning can lead to improvements in wellbeing and can better support different kinds of learning. The work of Sue Waite, amongst many others outlines the potential benefits of this approach.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our ultimate goal is to create a team of teachers so expert that quality first teaching effectively meets the needs of all children. Whilst we continue to work towards that goal it is clear that some inherited and created issues regarding individual children have resulted in skills and knowledge gaps which need to be filled. When deciding</p>		

<p>how to do this we are led by our barrier map diagnosis and evaluation of data to measure the impact of responses to gaps.</p>		
<ul style="list-style-type: none"> • Teacher 1:1 conferencing with each Pupil Premium child: <ul style="list-style-type: none"> - Individualised target setting with each Pupil Premium child - Individualised review of learning - Supply costs to enable Class Teachers to work 1:1 - Inclusion Lead to oversee the targeted Pupil Premium children are gaining from the 1:1 conferencing 	<p>Whilst we agree that a variety of methods should be employed to meet individual need we believe that on the whole 1:1 and small group intervention by a group of experts is the most impactful method to fill gaps. This mirrors the findings of the Sutton Trust and EEF toolkits and the Ofsted guidance discussed above.</p>	<p>1,2,4</p>
<ul style="list-style-type: none"> • Additional, designated intervention from a Teaching Assistant and/or Teacher offers Pupil Premium children: <ul style="list-style-type: none"> - Development of writing in the outdoor areas through purchasing appropriate resources to engage and inspire - Delivery of Welcomm Language intervention where appropriate to support vocabulary development - Writing Fundamentals embedded to support gaps. - Inclusion Lead to ensure that SEND PP children have dedicated Writing support to ensure that progress is maximised - English Subject Lead to evaluate the impact of all strategies - Targeted children are exposed to higher order Writing strategies 		
<ul style="list-style-type: none"> • Additional, designated intervention from a Teaching Assistant and/or Teacher offers Pupil Premium children: <ul style="list-style-type: none"> - Development of Maths in the outdoor areas through purchasing appropriate resources to engage and inspire - Maths Fundamentals addresses gaps in knowledge - Targeted children receive opportunities for Mastery to deepen understanding - Inclusion Lead to ensure that SEND PP children have dedicated Maths support to ensure that progress is maximised - Maths Subject Lead to evaluate the impact of all strategies 		
<ul style="list-style-type: none"> • Additional, designated intervention from a Teaching Assistant and/or Teacher offers Pupil Premium children: <ul style="list-style-type: none"> - Delivery of additional Phonics for children not making expected progress in this area - Additional opportunities for activities linked to reading for pleasure - Delivery of Language intervention where appropriate - Specific Reading intervention improves word reading and comprehension for KS2 pupils 	<p>The EEF have found that the average impact of oral language interventions and development is approximately an additional six months progress over the course of a year.</p>	<p>9</p>

<ul style="list-style-type: none"> - Inclusion Lead to ensure that SEND PP children have dedicated reading support to ensure that progress is maximised - English Subject Lead to evaluate the impact of all strategies - Targeted children are exposed to higher order Reading comprehension strategies 		
Engagement of the Speech and Language therapist to support individual children with S & L		
Embedding of learning behaviours in children with a focus on self-regulation, resilience and self-efficacy in line with our school mission.	The average impact nationally of successful SEL interventions is an additional 4 months progress over the course of a year.	2,3,5,6,8

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

Budgeted cost: £ 3150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our Inclusion Lead supports our families in the following ways:</p> <ul style="list-style-type: none"> - ensuring that the families had access to adequate, permanent housing - ensuring that families had access to the government funding and benefits that they were entitled to - engaging parents and families with support for their mental health and the impact of this on the children; - supporting victims of domestic abuse - ensuring that families were supported by appropriate external agencies e.g. Service Six, The Voice; Sunflower Centre; - supporting families with links to local Food Banks - improving adults' prospects of securing employment - debt, often leading to other issues surrounding family finances such as food, paying bills etc <p>In response to these and other needs, the children often require regular and direct support from other members of staff to help them deal with a variety of issues and barriers including:</p> <ul style="list-style-type: none"> - General emotional well being - mental health - trauma induced behaviours - children who have witnessed domestic abuse 	<p>Our approach to social and emotional support is to embed inclusion as a keystone throughout our school. The priorities of our inclusion provision are...</p> <ol style="list-style-type: none"> 1. To have systems in place to secure the inclusion of all children so teachers can teach and learners can learn, 2. To enable leaders to be able to focus their attention on curriculum and leading learning across the school; and 3. To establish excellent provision to ensure readiness to learn and achieve for children and families for whom inclusion is a challenge. <p>There is a plethora of research surrounding the benefits and establishment of inclusion in</p>	1,2,3,7,8

<p>Establishment of a clear, articulatable behaviour policy and approach which is inclusive and escalatory.</p> <p>In addition to our ‘in house’ provision, we also engage the services of other professionals to support our work. This has included:</p> <ul style="list-style-type: none"> - a Wellbeing company to support with targeted intervention – eg. transition to secondary - Educational Psychologist - School Nurse <p>The Headteacher intervenes early once a child’s attendance falls below 95% and further 90%. The interventions include the following:</p> <ul style="list-style-type: none"> - Informal contact with parents making them aware of the situation - Formal meetings with parents if the attendance does not improve - Home visits to support parents with getting pupils to school - Meetings between parents and the Head Teacher - Enrolment on a parental contract where absence is closely monitored - Referrals to the Education Inclusion Partnership Team <p>Proportion of PP allocation to be reserved to support some families with the cost of:</p> <ul style="list-style-type: none"> - Additional resources - School residentials and trips - Access to extra-curricular clubs and Wrap-around - Any other expenditure deemed necessary by the school <p>Support individual pupils with developing their cultural capital through:</p> <ul style="list-style-type: none"> - Identifying individual interests and supporting the development of this - Ensuring access to musical instrument tuition - Investment in books to support reading and reading for pleasure at home 	<p>education¹. A study called <u><i>Inclusion and the standards agenda: negotiating policy pressures in England</i></u>² in 2006 defines successful inclusion as ‘Schools...hav[ing] strategies for encouraging the presence, participation, and achievement of all learners’. This is now echoed in <u>UNESCO’s ‘Guide to Ensuring Inclusion and Equality in Education’</u> (2017). Various models and factors have been discussed and recent studies (including <u>Dimitrellou 2017</u>³ and <u>Farrell 2004</u>⁴) have started to model the features required to enable inclusive education to occur. These studies coupled with <u>‘School exclusion: a literature review on the continued disproportionate exclusion of certain children’</u>⁵ provide a comprehensive literature review of inclusion and a sound basis of research. From this research a Trust Approach to inclusion has been established which ensures all schools have inclusion teams to support implementation of agreed behaviour principles, and who provide bespoke support to children including emotional support, attendance support, early help and family support.</p> <p>We firmly believe in the establishment of relationship in order to support SEL. We heavily resource pastoral support and are beginning to find strategies to better evidence this spend including the analysis of data from the PASS survey and cross-referencing outcome data</p>	
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¹ ‘Inclusive education’ means that all children are together in mainstream classrooms for the majority of their day. (Implementing inclusive education, Dr Matthew J. Schuelka University of Birmingham 29 August 2018)

² Mel Ainscow, Tony Booth and Alan Dyson, *School of Education, University of Manchester, Manchester, UK; Canterbury Christ Church University, Canterbury, UK, 2006*

³ Does an inclusive ethos enhance the sense of school belonging and encourage the social relations of young adolescents identified as having social, emotional and mental health difficulties (SEMH) and moderate learning difficulties (MLD)?, 2017, UCL

⁴ Farrell, P. (2004). School Psychologists: Making Inclusion a Reality for All. School Psychology International.

⁵ Graham et al, DfE, 2019

<ul style="list-style-type: none"> - Provision of home learning kits to ensure children have access to a quality place to learn at home - Supporting their lifelong love of learning in anyway deemed appropriate by the school 	<p>with pastoral support using the Insights programme.</p> <p>We also rely on the findings of the EIF in relation to the effect of early help and intervention in respect of mental health and achievement</p>	
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Total budgeted cost: £ 15,150

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Quality Teaching for All

- **Oracy** - Oracy training attended by Teaching and Learning Lead. Teachers received 6 hours of professional development on easy to embed strategies for making learning more active through effective, quality talk.
- **Outdoor Learning** - EYFS and Y1 have a weekly outdoor lesson in the school's Forest planned in to Curriculum time. EYFS and Year 1 have had new resources purchased for their outdoor learning areas to support provision. Rainbow provision provides targeted children with weekly outdoor sessions.
- **Curriculum / Foundation Subject Development** – This is well documented. All Curriculum areas have clear progression of subject disciplines and knowledge. The Core Aims are fed effectively through the Curriculum and wider provision of the school. Where needed, schemes of work have been purchased to support the quality first teaching in Curriculum areas; for example, PE and MFL. Middle Leads have a developing understanding of how to lead subjects and have led opportunities for the moderation of standards and scrutiny of evidence, including data. There has been continued significant investment into the Curriculum this year. The main investments include:
 - Book Spine books across the Curriculum
 - Curriculum resources for foundation subjects
 - Reading for pleasure whole class reads

There is further funding ring fenced to support the ongoing development of outdoor learning and every Curriculum area has an allocated budget for resourcing and enhancing provision next year.

- **Reading** – Teachers and Support Staff have received ongoing professional development throughout the year. This includes, but is not limited to, Reading for Pleasure, Fluency, the teaching of Phonics and assessment / intervention. The English Lead has successfully monitored the impact of provision across the school and has worked collaboratively with the Trust Reading Lead to do this.
- **Writing** – The English Subject Lead has monitored standards in the teaching of Writing and been able to identify areas of weakness in teaching across the school. Where needed, informal support has been implemented with strategies such as; team teach, team plan and peer observations.
- **Maths** – The teaching of Maths has continued to be developed over the year. The Subject Lead and Year 1 teacher have been working with the Maths Hub to introduce new NCETM resources, which have been highly effective. This will continue to be rolled out across the school. The Maths Lead has worked with staff to develop our approach to meet the school's needs. Staff have had the opportunity to observe, team teach and plan collaboratively. Pupil and staff voice has been incredibly positive and gaps are narrowing for maths.

Targeted Intervention

- **1:1 / Small Group Intervention** - Individualised learning for pupils addressed specific gaps in knowledge. Both formative and summative internal assessment illustrates accelerated progress had taken place. Pupil voice was very positive about the experience.
- **Pupil conferencing** - Personalised target setting empowered children to take ownership of their own learning and be aware of how to improve. Both formative and summative internal assessment illustrates accelerated progress had taken place. Pupil voice was very positive about the experience.

Other Approaches

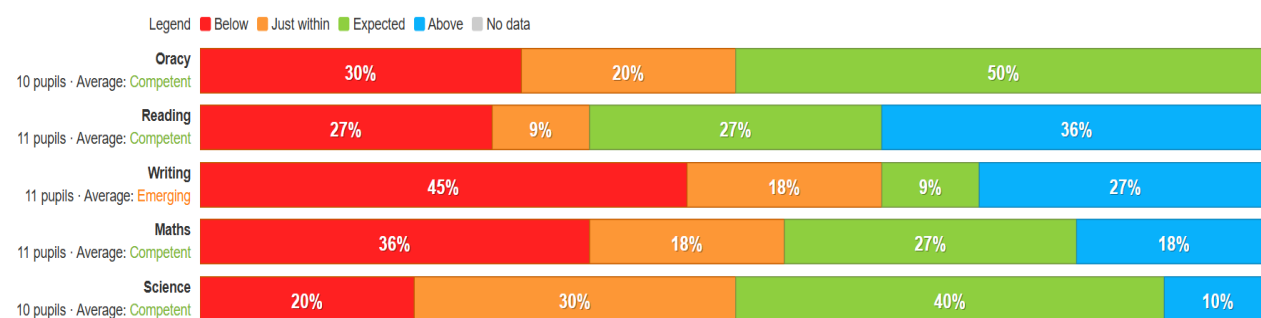
- **Emotional Health** – A growing number of children have had access to internal, and external, support services to address a range of needs. Community Voice has been very positive. Zones of regulations introduced and responded to well.
- **Behaviours for Learning** – Zones of learning have been introduced with the explicit teaching of learning behaviours. This has enabled pupils to have a growing awareness of their learning and greater autonomy.
- **Behaviour Policy** – The school has a progressive Behaviour Policy rooted in educational research and aligned with a validated approach. Parents are aware of the Policy and are now an active participant in managing sporadic and low level Tier 1 behaviours. An Inclusion Team now work with children, parents and

staff on children presenting consistent low level behaviours to put a plan around the child. There is now a clear process and guidelines for Senior Leadership involvement for more serious behaviours at Tier 3.

- **Attendance** -The school’s attendance rate is currently above the National benchmark. The school has been impacted by illness. The Inclusion Team is working with families, where needed and the half termly letters are sent regarding attendance.
- **Fully Funded Residential and trips** - Pupils were able to access their residential and school trips. Pupil voice was very positive about the experience in terms of Wellbeing.
- **Bespoke offer** - The continued development of the school’s bespoke offer ensured positive outcomes for all pupils. 100% of Pupil Premium have support with reading materials and fully funding of music tuition in school for 60% of PP children is now in place.

Attainment

• Summer 2025:



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
Change for life	White Rose