

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium for the 2021 to 2024 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 of Canterbury RC Primary school
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	October 2025
Date on which it will be reviewed	New strategy in place
Statement authorised by	Mrs M Kwiatkowski
Pupil premium lead	Mr S Barrett
Governor / Trustee lead	Mrs C Quigley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,220
Recovery premium funding allocation this academic year	£8,555
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	£99,775

Part A: Pupil premium strategy plan

Statement of intent

Our vision of high-quality Catholic education is that of a stimulating, language-rich environment where all children are happy, healthy, and are motivated to learn.

By ensuring high quality teaching for all children; through targeted effective, research-based interventions; through ensuring equality of access to our well-designed, vocabulary-rich curriculum with its focus on cultural capital we intend to raise attainment for all pupils including our disadvantaged pupils. Our aspirational and challenging curriculum is designed to create educated citizens, who place Christ and the teachings of the Catholic faith at the centre of their lives.

Challenges

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

Challenge number	Detail of challenge
1	Attainment of most PP pupils is below 'all pupils' in reading, writing and maths
2	Poor language and communication skills on entry to school
3	Limited opportunities and life experiences
4	Growing number of SEND children entering school who have cognitive needs
5	Growing number of SEND children entering school who have social and emotional needs
6	Growing number of SEND children who have communication and interaction needs

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
Increased attainment in English speaking and listening, reading, writing and maths at EYFS, and end of KS2, to at least in line with national benchmarks.	WellComm and Speech and Language (SAL) programmes to be used effectively in EYFS, so that the percentage of children achieving Early learning Goals (ELG) in communication and language (CAL) and in literacy increases. Through quality first teaching (QFT) and targeted interventions the gap between disadvantaged pupils (DAP) and their peers across all year groups will continue to diminish.
Ambitious curriculum offer that fosters aspiration amongst our pupils. Disadvantaged pupils will have a parity of experience and opportunity in line with their peers.	All children will have access to a wide range of curricular and extracurricular activities. All children will speak positively about their hopes and aspirations.
Children with social and emotional needs will be identified, supported and monitored with their well-being and mental-health.	Achievement of well-being award with strategies firmly embedded throughout school. Work completed with Family Support Officer (FSO) to provide children with coping strategies, so that they are able to achieve in school and at home.
Gaps between special educational needs and disability (SEND) and other children will diminish.	Quality provision of internal and external expertise will support pupils with SEND to narrow gaps between SEND and other children.

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: £ 77,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of STOC outstanding pedagogy and learning document which has a key focus on the entitlement of all children to QFT/ explicit teaching of links in learning/ building of schema/ learning initiatives – regular monitoring and evaluation and feedback. Regular discussions of Outstanding Learning and Teaching document at staff meetings.	Rauch and Coe research on quality of teaching being most important focus in making a difference to children's learning. William research shows all teachers can learn to be better. Therefore effective CPD is essential. +8 months feedback +3 months metacognition +5 months phonics EEF effective teaching assistant research/ impact of QFT is greater than any other EEF research	1,2,3,4,5,6
Curriculum with clear focus on cultural capital and life experiences.		1,3
Appropriate support, coaching and mentoring provided to ensure teaching remains good.		1,2,3,4,5,6,
Schoot training platform to identify and provide CPD to further develop subject knowledge to provide a broad and engaging curriculum.		1,2,3,6
Rigorous and accurate assessment for all pupils across the curriculum.		1
SALT training of colourful semantics for EYFS, KS1 and LKS2 staff.		1,2,6
All staff to receive high quality CPD to support curriculum planning and delivery to ensure gaps in knowledge are addressed.		1,2,3
Effective training for those new to teaching Read, Write Inc and support for those less experienced/ effective.		1,2,6
Implementation of WellComm to support early language development and training for those delivering		1,2,3
Training for all staff involved in teaching of reading including comprehension.	EEF + 6 months	1
Additional transition meetings for all year groups, so that all year groups have clear starting points and aware of the needs of all pupils so no learning time is lost.	EEF: Transition between phases of education – notably early years to primary and primary to secondary is a risk point for vulnerable learners.	1,3,4,5,6
LBQ springboard purchased and utilised to support children to catch up.	EEF: Using Digital Technology to Improve Learning – 4 recommendations regarding how technology can improve teaching & learning.	1,4,6

Third teacher in Y6 for maths and English to increase ratio of adults to pupils.	Reduction in class sizes - +3months progress Increased quality of feedback through increased one to one attention. Inclusion of experienced Y6 teachers will allow increased professional development through modelling and coaching.	1,4,6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 18,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and group interventions. Targeted English (incl. phonics) and maths interventions across all year groups. Year 6 interventions before/after school. Use of qualified TAs to deliver high quality phonics interventions. Delivery of same day interventions for mathematics. Effective delivery of tightly focused daily precision teaching sessions by TA's to address gaps in learning. Targeted and effective use of TAs to support those with SEND. DHT to closely monitor targeted pupils half termly to ensure good progress.	EEF: Making best use of teaching assistants +4 months	1
Targeted nurture interventions for identified children with clear objectives, success criteria and end points which are regularly monitored and evaluated by wellbeing/ behaviour lead. Effective training provided for staff including family support officer. Behaviour support interventions delivered by qualified staff (Aspire) and regularly monitored and evaluated by wellbeing/ behaviour lead.	EEF toolkit +4 months behaviour interventions + 4 months social and emotional learning	4
Training and effective use of Learning Village to identify learning pathways which provide personalised learning for EAL and SEND pupils.	EEF effectiveness of teaching assistants research – delivery of high-quality interventions/adopting research-based interventions/ ensuring clarity of 'what success looks like/ end points (time related)/ need for real impact EEF +4 months (teaching assistant interventions)	1
Employ a Speech and Language specialist to assess and work with identified vulnerable children with speech, language and communication needs.	EEF: Oral language +6 months	1, 2, 6
Educational Psychologist support: SENDCO to identify and request assessment and reports for vulnerable pupils that will support their learning needs.	EP reports have supported successful EHCP applications	1,2,3,4,5,6

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

Budgeted cost: £ 3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture activities completed with identified children by Family Support Officer to support the social, emotional and mental well-being. Working to achieve whole-school well-being award.	EEF: Improving social and emotional learning in primary schools +4 months	1,5,6
Employment of Family Support Officer to support wellbeing, attendance and parental engagement.	EEF +4 months parental engagement	1,3
Use of Aspire behaviour support to support identified pupils and families.	EEF: Behaviour Interventions +4 months	
Use of Marvellous Me to promote wellbeing and parental engagement and ensure consistency in this across school.	EEF +4 months parental engagement	1,3
Parental coffee mornings/ forums/ workshops/ visits to class including phonics to increase parental involvement. Ensure frequent and consistent use of social media to increase parental engagement.	EEF +4 months parental engagement	1,3
Monitoring and involvement of PP pupils participating in extracurricular activities including clubs specifically for PPG eligible/ disadvantaged children.	EEF +3 months arts participation	3
Develop cultural capital of PP children through supporting trips and extra-curricular activities.	EEF +3 months arts participation	1,2,3,4
Uniform, food and essentials provided for disadvantaged pupils.	We know our families well and have provided support where needed. Regular uniform exchanges and information about support in the community are offered regularly	3

Total budgeted cost: £ 99,775

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 2024-2025 academic year.

2025 SATs KS2	Pupils eligible for PP	Pupils not eligible for PP (school average)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing and maths	22%	56%	69%
% achieving expected standard or above in reading	33%	71%	80%
% achieving expected standard or above in writing	44%	75	78%
% achieving expected standard or above in maths	56%	90	80%
% achieving above expected standard in reading, writing and maths	11%	8	10%
% achieving above expected standard in reading	22%	25	39%
% achieving above expected standard in writing	22%	17	16%
% achieving above expected standard in maths	22%	21	31%

Percentages in grey are based on a cohort size less than 10 and should be treated with caution.

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
LBQ	Learning by Questions
Learning Village	Across Cultures
Spelling Shed	EdShed
Maths Shed	EdShed
Language Angels (French)	Language Angels

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	