

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium for the 2025 to 2028 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                                                                                      | 414                                       |
| Proportion (%) of pupil premium eligible pupils                                                                 | 14.7%                                     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2025-28                                   |
| Date this statement was published                                                                               | October 2025                              |
| Date on which it will be reviewed                                                                               | July 2026 (annually)                      |
| Statement authorised by                                                                                         | Mrs M Kwiatkowski                         |
| Pupil premium lead                                                                                              | Mr Barrett                                |
| Governor / Trustee lead                                                                                         | Mrs C Quigley                             |

## Funding overview

| Detail                                                                                                                                                                      | Amount   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year (FSM)                                                                                                                   | £ 93,930 |
| Pupil premium funding allocation this academic year (post LAC)                                                                                                              | £ 15,780 |
| Pupil premium funding allocation this academic year (service)                                                                                                               | £ 700    |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £ 0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £110,410 |

# Part A: Pupil premium strategy plan

## Statement of intent

At St Thomas of Canterbury RC Primary we believe that regardless of pupil background they deserve a high-quality Catholic education in a stimulating environment where children are happy, healthy and motivated to learn.

We recognise that our disadvantaged pupils face challenges and have to overcome additional barriers to their learning, including lower prior attainment, reduced access to enrichment opportunities, adverse socio-economic factors and challenges with attendance and engagement.

Our pupil premium funding strategy focuses on a quality first teaching approaches aiming to deliver a comprehensive universal offer. Additionally, with timely, targeted and research-based interventions, access to a broad and balanced curriculum, vocabulary rich learning journeys will increase opportunities for our pupils to engage in greater enrichment. By drawing on up to date research we ensure our practices are evidenced informed.

Our long term aim is to raise standards across the curriculum for our disadvantaged pupils alongside non-disadvantaged to provide them with the knowledge, skills and confidence to succeed in the next stage of their education.

A commitment to our disadvantage pupils is not in isolation and forms part of our wider whole-school improvement plan.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                      |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Attendance data indicates that attendance rates for disadvantaged pupils are consistently lower than those for non-disadvantaged pupils. Reduced attendance post-pandemic remains a major challenge. <a href="#">EEF Attendance Interventions</a>                                        |
| 2                | Increasing numbers of pupils are presenting with social, emotional, and mental health (SEMH) needs, disproportionately affecting disadvantaged pupils and impacting attainment. <a href="#">EEF Improving Social and Emotional Learning</a>                                              |
| 3                | Assessments on entry to EYFS and among new arrivals show a growing number of pupils with communication and interaction needs. Early language development is crucial to closing attainment gaps. <a href="#">NELI Programme</a>                                                           |
| 4                | Internal and external assessment data shows that attainment in reading, writing, and maths among disadvantaged pupils lags behind their non-disadvantaged peers. <a href="#">EEF Reading Comprehension Strategies</a> , <a href="#">EEF Phonics</a> , <a href="#">EEF Maths Guidance</a> |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils, in line with national expectations. | <ul style="list-style-type: none"> <li>• Overall reduction in absence rates for all pupils.</li> <li>• Narrowed attendance gap between disadvantaged and non-disadvantaged pupils.</li> </ul> <a href="#">Working Together to Improve School Attendance</a>                                                                                                                                                                                                            |
| To achieve and sustain improved wellbeing for all pupils, particularly disadvantaged pupils.                                      | <ul style="list-style-type: none"> <li>• High levels of wellbeing sustained from 2025/26.</li> <li>• Positive qualitative data from pupil voice, parent surveys, and teacher observations.</li> <li>• Timely early intervention for SEMH needs.</li> <li>• Increased participation in enrichment activities by disadvantaged pupils.</li> <li>• Maintenance of the Wellbeing Award for Schools.</li> </ul> <a href="#">EEF Improving Social and Emotional Learning</a> |
| To improve oral language skills and vocabulary application among disadvantaged pupils.                                            | <ul style="list-style-type: none"> <li>• Successful outcomes from early intervention with external providers.</li> <li>• Positive outcomes from SALT programmes and in-school interventions.</li> <li>• Assessments and observations show significant improvement in language use.</li> </ul>                                                                                                                                                                          |
| To improve attainment in reading, writing, and maths among disadvantaged pupils.                                                  | <ul style="list-style-type: none"> <li>• KS2 reading outcomes in 2025/26 show disadvantaged pupils meeting expected national standards.</li> <li>• Improved writing outcomes supported by research-based schemes and CPD.</li> <li>• Improved maths attainment supported by curriculum guidance and CPD.</li> </ul> <a href="#">EEF Reading Comprehension Strategies</a> , <a href="#">EEF Phonics</a> , <a href="#">EEF Maths Guidance</a>                            |

## 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: £ 38,134

| Activity                                                                                                                             | Evidence that supports this approach                                                                                                                             | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Purchase and implement standardised diagnostic assessments, with staff training on administration and interpretation.                | Diagnostic assessments identify individual and group learning needs, enabling targeted support. <a href="#">EEF Diagnostic Assessment</a>                        | 4                             |
| Recruit an assistant SENCo to enhance SEND and PPG strategies and coordinate CPD for staff.                                          | Effective professional development improves outcomes for disadvantaged and SEND pupils. <a href="#">EEF SENDCo Development</a>                                   | 2, 3                          |
| Enhance universal provision for pupils with communication and interaction needs through external agency collaboration and staff CPD. | Inclusive support improves attendance and reduces barriers to learning. <a href="#">EEF Five a Day for Teaching</a> <a href="#">EEF Attendance Interventions</a> | 1, 3                          |
| Purchase a research-based writing scheme and provide CPD for staff to improve writing teaching.                                      | Teacher CPD and structured approaches improve writing outcomes. <a href="#">EEF Teaching and Learning Toolkit</a>                                                | 4                             |
| Enhance reading teaching and curriculum planning aligned with DfE and EEF guidance, including teacher release time for CPD.          | Evidence-informed reading strategies improve comprehension and attainment. <a href="#">EEF Reading Comprehension Strategies</a>                                  | 4                             |
| Improve social and emotional learning (SEML) through embedded practises and staff training.                                          | SEMH skills are linked to better academic and social outcomes. <a href="#">EEF Improving Social and Emotional Learning</a>                                       | 2                             |

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

Budgeted cost: £ 31,188

| Activity                                                                                                                                                                       | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.                                        | Targeted interventions effectively close knowledge gaps. <a href="#">EEF Teaching and Learning Toolkit</a> .                                                                                                                                                                                                                                                                                                                                                                                                                                                | 4                             |
| Additional 1 to 1 phonics sessions targeting disadvantaged pupils who require further support. This will be delivered as an intervention using our existing phonics programme. | Phonics interventions improve reading, especially for disadvantaged pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>                                                                                                                                                                                                                                                                           | 4                             |
| Investment in staff CPD to provide them with the skills and knowledge to be able to lead and deliver high quality interventions.                                               | Investing in staff CPD is strongly supported by evidence from the EEF and OFSTED, showing that high-quality professional development improves teaching effectiveness, enables targeted interventions, and enhances outcomes for disadvantaged and SEND pupils. Effective CPD should be ongoing, well-implemented, and integral to school improvement strategies.<br><br>For further details, see:<br><br>EEF Teaching and Learning Toolkit: <a href="#">EEF</a><br>OFSTED State-funded School Inspection Toolkit (2025): <a href="#">Ofsed Toolkit 2025</a> | 2,4                           |

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

Budgeted cost: £ 41,087

| Activity                                                                                                                                                                | Evidence that supports this approach                                                                                                                                                                               | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Develop and implement a research-based attendance strategy including staff CPD, parental workshops, improved communication, and mentoring.                              | EEF - Attendance interventions rapid evidence assessment. <a href="#">EEF education-evidence/rapid-evidence-assessments/attendance-interventions</a>                                                               | 1                             |
| Implement a whole-school SEMH approach with targeted interventions, staff training, pupil mentoring, and partnerships with mental health services.                      | Extensive evidence links improved social and emotional skills with better academic performance, behaviour, and relationships (EEF Improving Social and Emotional Learning in Primary Schools). <a href="#">EEF</a> | 2                             |
| Establish clear behaviour expectations, positive reinforcement, structured playground activities, and staff supervision to reduce behavioural incidents and exclusions. | Positive behaviour management and clear routines support engagement and reduce exclusions, improving readiness to learn and attendance (EEF guidance on behaviour interventions). <a href="#">EEF</a>              | 1,2                           |

**Total budgeted cost: £ 110410**

## 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 2023 to 2024 academic year.

| Current attainment                                                   |                        |                                             |                                               |
|----------------------------------------------------------------------|------------------------|---------------------------------------------|-----------------------------------------------|
| 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%                                           |

## 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 |
| SALT                      | The Nest              |
| Spelling Shed             | EdShed                |
| Maths Shed                | EdShed                |
| Language Angels (Spanish) | 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?    | Quality first teaching |
| What was the impact of that spending on service pupil premium eligible pupils? | Met all standards      |