Pupil premium strategy statement – St. Thomas' C.E. Primary School

Before completing this template, read the Education Endowment Foundation's guidance on using your pupil premium funding effectively and DfE's using pupil premium guidance, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	114
Proportion (%) of pupil premium eligible pupils	38.6%
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)**	2025-2026 **2026-2027 £48,050** 2027-2028
Date this statement was published	20.10.2026
Date on which it will be reviewed	31.10.2027
Statement authorised by	Rebecca Williams
Pupil premium lead	Rebecca Williams
Governor / Trustee lead	Stephanie Monteiro

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 48,050
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£48,050

Part A: Pupil premium strategy plan

Statement of intent

At St Thomas' C.E. Primary School, we are committed to ensuring that all pupils, regardless of background or circumstance, have the opportunity to achieve their full potential. We recognise that barriers to learning can affect pupils at different points in their educational journey and that some disadvantaged pupils may require additional academic, pastoral or emotional support to succeed.

Our Pupil Premium strategy is rooted in the belief that high-quality teaching, coupled with targeted support and strong pastoral care, has the greatest impact on improving outcomes. We are committed to ensuring that disadvantaged pupils attend school regularly, achieve well across the curriculum and have access to the opportunities and experiences that enable them to thrive.

We recognise that many of our disadvantaged pupils also have additional needs, including special educational needs, speech and language difficulties, and social, emotional or mental health needs. Through early identification, effective intervention and close partnership with families, we work to remove barriers to learning and ensure that every child receives the support they need.

By carefully targeting resources, monitoring impact and maintaining high expectations for all, we strive to ensure that disadvantaged pupils make strong progress from their starting points, develop positively as individuals and leave St Thomas' well prepared for the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1 Multilayered need	63% of Pupil Premium children have an identified SEND need
2 Attendance	The attendance of pupils in receipt of pupil premium is below that of their peers and a greater proportion are classed as persistent absentees.
3 Pastoral	Pupils' emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn
4 Attainment	Whilst children in receipt of pupil premium funding make more progress than their peers, the attainment of this group is below that of those not in receipt of pupil premium funding.

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 ensure the attendance of pupils in receipt of pupil premium is in line with those of peers.	To close the gap between whole school attendance and pupils in receipt of pupil premium funding.
To ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Increase the attainment PP children, so that their outcomes are in line with those not in receipt of PP funding.
To ensure that the progress of SEND PP children is line with or better than the progress of all other children form their starting point.	The progress of SEND PP children will be in line with or better than all other groups from their starting points.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by qualitative and quantitative data from student voice, student and parent surveys and teacher observations

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: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Identifying additional needs, quality first teaching, adaptive strategies and graduated response	The Education Endowment Foundation (EEF) states that pupils with SEND have the greatest need for high-quality teaching and that improving staff expertise is one of the most effective ways to improve outcomes. Their SEND guidance recommends ensuring all staff understand pupils' needs, use adaptive teaching strategies effectively, and create inclusive learning environments.	1,2,3,4
CPD – Attendance Strategies and evidence-informed approaches	The Department for Education identifies attendance as a key barrier to educational achievement and highlights the importance of developing staff capacity to identify, monitor and address attendance concerns early. Effective attendance improvement relies on skilled pastoral staff and leaders who can work proactively with families.	1,2,3,4

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

Budgeted cost: £ 27,450

Activity	Evidence that supports this approach	Challenge number(s) addressed

1-2-1 tutoring for Read, write Inc. catch up programme, delivered daily by a highly training TA	Research shows that when it is aligned to high quality teaching, tutoring can be hugely successful in accelerating progress for learners. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	1,4
WELLCOMM	Communication and language provide the foundations for learning, thinking, and wellbeing. A child's core language acquisition occurs between one and four years old, with children acquiring basic phonology, syntax, and vocabulary during this period. Evidence indicates that success in literacy relies on the secure development of language, and these skills are amongst the best predictors of educational success. Phonological skills at age five, for example, predict reading ability at age seven and vocabulary at age five predicts child's ability to complete the more complex tasks of reading at age 11. Research also indicates that from birth to six years of age is a key time when children's capacity for metacognition and self-regulation develops and that language skills, though 'private' and 'inner' speech, play a significant role in honing these skills.	1,2,3,4
Targeted Academic support in KS2 and KS1	Tuition targeted at specific needs and knowledge gaps can be an effective method to support lower attaining pupils or those falling behind, both one to-one and in small groups	1,2,3,4

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

Budgeted cost: £ 19,840

Activity	Evidence that supports this approach	Challenge number(s) addressed

ELSA; Trained ELSA TA to deliver weekly ELSA sessions to targeted children.	Evidence reviews including over 700 studies show that on average SEL (social and emotional literacy) has a positive impact on academic attainment, equivalent to 4 additional months' progress.	1,2,3,4
My Happy Mind programme for supporting self-awareness, emotional expressions, self-regulation.	Evidence reviews including over 700 studies show that on average SEL has a positive impact on academic attainment, equivalent to 4 additional months' progress. There is extensive international evidence that teaching SEL through planned programmes can have a positive impact on children's attitudes to learning, relationships in school, academic attainment, and a range of other outcomes.	1,2,3,4
Subsidised residential offer Y6 and subsidised educational visits R – Y6.	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also self-regulation) may also be involved. All the above have been shown to have a positive impact on outcomes (EEF).	1,2,3
Subsidised music tuition	The Education Endowment Foundation (EEF) identifies arts participation, including music, as having a positive impact on academic outcomes, with pupils typically making around three months' additional progress when arts approaches are implemented effectively. Benefits are particularly evident in communication, engagement, self-regulation and motivation.	1,2,3,4

Total budgeted cost: £ 48,790

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Versus national average				Versus similar school average*			
	2023	2024	2025	3-year average	2023	2024	2025	3-year average
RWM expected standard	Small cohort	Above (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Small cohort	Above (non-sig)		Above (non-sig)
Reading expected standard	Small cohort	Above (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Small cohort	Above (non-sig)		
Writing expected standard	Small cohort	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Small cohort	Above (non-sig)		
Maths expected standard	Small cohort	Above (non-sig)	Below (non-sig)	Close to av. (non-sig)	Small cohort	Above (non-sig)		
EGPS expected standard	Small cohort	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Small cohort	Above (non-sig)		

2025/26 GLD

PP achieving GLD : 41.7% increase on 2024/25 outcomes



2025/26 KS2 Reading, Writing, Maths Combined

PP achieving RWM combined: 5.6% increase on 2024/25 outcomes

