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

This statement details our school's use of pupil 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	626
Proportion (%) of pupil premium eligible pupils	6.1% (38)
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)**	2024-2027
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Louise Loynes
Pupil premium lead	Chris Silk
Governor / Trustee lead	Katie Howson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,500
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*	£62,500

Part A: Pupil premium strategy plan

Statement of intent

At St Thomas' CE Primary School the achievement of children from disadvantaged backgrounds is a priority. We want all of our children and especially those from disadvantaged backgrounds to succeed. At its most basic level, this means that our disadvantaged children make expected progress or better than expected progress and that they meet or exceed age related expectations in terms of attainment.

This pupil premium strategy includes diagnostic assessment, feedback, small group and 1:1 tuition, meta-cognition and self-regulation, interventions, behaviour Interventions, social and emotional learning, parental engagement, arts participation and physical activity.

The key principles of our strategy plan are as follows:

-Investment in quality first teaching to raise attainment and boost progress- including increased CPD opportunities and highly-skilled support staff.

-Targeted academic support to ensure our disadvantaged children close the gap with our non-disadvantaged children- including continuing with the successful offer of interventions running at St Thomas', together with an investment in an additional pupil premium TA for in-class support, one to one and small group tuition.

-Wider strategies to raise the aspirations of our disadvantaged children- the retention of a Senior Learning Mentor to support mental-health, wellbeing and behaviour, the use of our Inclusion Team including a Speech and Language Therapist to support development, and investing in wider opportunities like outdoor learning, music tuition and sporting activities.

Whilst this strategy targets Pupil Premium children, it is also expected to have a similar impact on Young Carers

Challenges

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

Challenge number	Detail of challenge

1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. In Years 1 to 5, the gap in attainment between our disadvantaged and non-disadvantaged children can range from -19% to -60% (2025-26 academic year)
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. In Years 1 to 5, the gap in attainment between our disadvantaged and non-disadvantaged children can range from -24% to -54% (2025-26 academic year)
3	Our assessments, observations and discussions with pupils and families indicate that the wellbeing of many of our disadvantaged pupils is significantly lower than that of their non-disadvantaged peers. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and writing.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.6% - 4.1% lower than for non-disadvantaged pupils. This has been negatively impacting disadvantaged pupils' progress.

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
Raised attainment in reading amongst our disadvantaged children	Children will meet or exceed ARE in reading or make better than expected progress. The gap in reading attainment data between disadvantaged and their non-disadvantaged peers will close.
Raised attainment in writing amongst our disadvantaged children	Children will meet or exceed ARE in writing or make better than expected progress.

	The gap in writing attainment data between disadvantaged and their non-disadvantaged peers will close.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing demonstrated by: • qualitative and quantitative data from Leuven Scale data, pupil voice exercises, wellbeing surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance particularly with our disadvantaged children. To aim for a 95% attendance rate amongst our most disadvantaged children.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £31,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting teachers (providing time and funding) to engage with quality CPD to support their classroom teaching	What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost. report Closing the Attainment Gap- EEF EEF reports- Improving Literacy at KS1 *and* Improving Literacy at KS2	1, 2,
Purchase of standardised diagnostic	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:	1, 2

assessments (PIRA and PUMA) Training for staff to ensure assessments are interpreted and administered correctly.	Diagnostic assessment | EEF	
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:	1
Improve the quality of social and emotional (SEL) learning through PSHE. SEL approaches (e.g ELSA, social stories) will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools | EEF Meta-cognition and self-regulation- EEF	4, 5
Training and retention of quality TAs- Addressing misconceptions, pre/post teach activities, in-class support and feedback	EEF Toolkit strands: Feedback- EEF Making Best Use of Teaching Assistants- EEF Small group tuition- EEF SEN in Mainstream Schools- EEF	1, 2, 3, 4, 5

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

Budgeted cost: £15,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional	One to one and small group tuition for pupils in need of additional support,	1, 2, 3, 4

support, delivered in addition to, and linked with, normal lessons.	delivered in addition to, and linked with, normal lessons. One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	1
TA-led small group tuition- Addressing misconceptions, pre/post teach activities,	Small group tuition can have a very positive impact when delivered effectively. Group sizes remain small so that suitable focus can be given to the children. Small Group Tuition-EEF	1, 2, 3, 4
TA-led targeted interventions in reading, maths, emotional literacy, fine-motor skills, handwriting, spelling, Power of Pictures, Leicester Inference, NELI, SERI	Targeted interventions generally led outside of the classroom have a strong evidence base that they can have a positive impact on pupils when delivered effectively Teaching Assistant Interventions-EEF	1, 2, 3, 4
Teacher-led targeted interventions TAs/learning support staff free up class teachers to lead targeted interventions	Using experienced teachers in a small group setting can have a very positive impact on children Small Group Tuition- EEF	1, 2, 3, 4
Employment of two pupil premium TAs to support PP children in class and to lead targeted interventions at lunch	Retaining a Pupil Premium Teaching Assistant enables us to lead targeted work with our disadvantaged children Teaching Assistant Interventions-EEF Small Group Tuition-EEF	1, 2, 3, 4, 5

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

Budgeted cost: £15,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor to deliver support for our children eligible for PP.	Building relationships with children and their families can improve wellbeing and engagement and impact on progress and attainment too Behaviour Interventions- EEF Social and Emotional Learning- EEF Parental Engagement- EEF	3, 4, 5
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Employment of Speech and Language Therapist to work in school with targeted individuals who have identified barriers to learning. Purchase and use of Language Link Multimedia package for assessment of pupils with difficulty understanding language	Oral Language Interventions-EEF Following assessments, a tailored intervention support programme is followed.	1, 2, 3, 4, 5

Curriculum Enrichment activities eg. After school sports clubs, outdoor learning and educational visits Additional Sports Coaches to promote healthy lifestyles for all children and to target PP children.	Sport and engagement in physical activity form an important part of our offer for our most disadvantaged children. Physical Activity- EEF	3, 4, 5
Increased participation of PP children in extra-curricular activities eg. Instrumental tuition and sporting activities	We aim to provide arts experiences for our most disadvantaged children including additional tuition and projects with the RNCM Arts participation- EEF	3, 4, 5
Whole-school training into Metacognition, self-regulation and retrieval practice	Metacognitive processes continue to be embedded throughout the school- staff CPD is ongoing and will continue over the 3 years Metacognition and self-regulation- EEF	1, 2, 3, 4, 5
Employment of Outdoor Learning Lead to support children's emotional wellbeing as well as providing key learning experiences outside of the classroom.	Outdoor learning sits alongside our published curriculum and provides other opportunities for our most disadvantaged children to succeed Behaviour Interventions- EEF Social and Emotional Learning- EEF	3, 4, 5

Total budgeted cost: £62,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This academic year marks the final year of our Pupil Premium Strategy. There continues to be a gap in attainment, progress and attendance between our disadvantaged and non-disadvantaged pupils at St Thomas' despite the positive impact of the previous Pupil Premium Strategy.

Pupil Premium Data Analysis

Figure 1- 2026 KS2 SATs results

Subject	2026 St Thomas' EXS (Expected)	LA EXS (Expected)	National EXS	St Thomas' GDS (Greater Depth)	LA GDS (Greater Depth)	National GDS
RWM combined	76% (29%)	67% (47%)	63% (48%)			
SPAG	87% (57%)	77% (63%)	73% (61%)	41% (42%) (14%)	34% (20%)	30% (19%)
Reading	88% (57%)	77% (62%)	75% (63%)	35% (45%) (0%)	36% (20%)	31% (19%)
Maths	86% (71%)	79% (62%)	75% (62%)	30% (33%) (29%)	31% (13%)	27% (15%)
Writing	85% (57%)	74% (57%)	73% (60%)	13% (11%) (14%)	13% (20%)	13% (19%)
Science	92%					

Disadvantaged in red

Although these results indicate a drop in attainment, there are a number of contextual reasons for this. SEND, EAL and SEMH matters all impacted on this KS2 data. Writing remains a school-wide development focus with continued investment in quality first-teaching in this area.

Figure 2- 2025-26 Progress data

PP children who have made expected or greater than expected progress.

Term: Autumn 2026 (Summer Term data)

Year 1	Reading		Writing		Maths	
	Expected+	Greater	Expected+	Greater	Expected+	Greater
All	72/86	18/86	77/86	9/86	78/86	23/86
	84%	21%	90%	10%	91%	27%
PP	5/9	0/9	5/9	0/9	5/9	0/9
	56%	0%	56%	0%	56%	0%
Year 2	**Reading**		**Writing**		**Maths**	
	Expected+	Greater	Expected+	Greater	Expected+	Greater
All	75/85	30/85	72/85	12/85	76/85	19/85
	88%	35%	85%	14%	89%	22%
PP	3/5	0/5	3/5	0/5	2/5	0/5
	60%	0%	60%	0%	40%	0%
Year 3	**Reading**		**Writing**		**Maths**	
	Expected+	Greater	Expected+	Greater	Expected+	Greater
All	82/90	32/90	75/90	16/90	77/90	24/90
	91%	36%	83%	18%	86%	27%
PP	7/8	1/8	6/8	1/8	8/8	1/8
	88%	13%	75%	13%	100%	13%
Year 4	**Reading**		**Writing**		**Maths**	
	Expected+	Greater	Expected+	Greater	Expected+	Greater
All	77/85	45/85	75/85	24/85	74/85	29/85
	91%	53%	88%	28%	87%	34%
PP	6/8	1/8	6/8	1/8	5/8	0/8
	75%	13%	75%	13%	63%	0%
Year 5	**Reading**		**Writing**		**Maths**	
	Expected+	Greater	Expected+	Greater	Expected+	Greater
All	71/80	6/80	64/80	2/80	68/80	10/80
	89%	8%	80%	3%	85%	13%
PP	7/7	0/7	6/7	0/7	7/7	0/7
	100%	0%	86%	0%	100%	0%
Year 6	**Reading**		**Writing**		**Maths**	
	Expected+	Greater	Expected+	Greater	Expected+	Greater
All	83/86	41/86	83/86	32/86	80/86	37/86
	97%	48%	97%	37%	93%	43%
PP	8/8	2/8	8/8	1/8	6/8	5/8
	100%	25%	100%	13%	75%	63%
All	**Reading**		**Writing**		**Maths**	
	Expected+	Greater	Expected+	Greater	Expected+	Greater
All	461/512	120/512	443/512	65/512	455/512	115/512
	90%	23%	86%	13%	89%	22%
PP	36/45	4/45	34/45	3/45	33/45	6/45
	80%	9%	76%	7%	73%	13%

Figure 3- 2025-26 Attainment data

Attainment- PP children who reached the expected standard or achieved greater depth

Term: Autumn 2026 (Summer Term data)

Year 1	Reading		Writing		Maths	
	Expected+	Greater	Expected+	Greater	Expected+	Greater
All	62/86	14/86	60/86	5/86	67/86	18/86
	72%	16%	70%	6%	78%	21%
PP	4/9	0/9	4/9	0/9	4/9	0/9
	44%	0%	44%	0%	44%	0%
Year 2	**Reading**		**Writing**		**Maths**	
	Expected+	Greater	Expected+	Greater	Expected+	Greater
All	69/85	25/85	64/85	9/85	70/85	18/85
	81%	29%	75%	11%	82%	21%
PP	1/5	0/5	1/5	0/5	2/5	0/5
	20%	0%	20%	0%	40%	0%
Year 3	**Reading**		**Writing**		**Maths**	
	Expected+	Greater	Expected+	Greater	Expected+	Greater
All	75/90	30/90	66/90	14/90	72/90	24/90
	83%	33%	73%	16%	80%	27%
PP	4/8	1/8	3/8	1/8	5/8	1/8
	50%	13%	38%	13%	63%	13%
Year 4	**Reading**		**Writing**		**Maths**	
	Expected+	Greater	Expected+	Greater	Expected+	Greater
All	69/85	39/85	66/85	19/85	67/85	28/85
	81%	46%	78%	22%	79%	33%
PP	5/8	0/8	4/8	0/8	5/8	0/8
	63%	0%	50%	0%	63%	0%
Year 5	**Reading**		**Writing**		**Maths**	
	Expected+	Greater	Expected+	Greater	Expected+	Greater
All	65/80	22/80	57/80	8/80	65/80	23/80
	81%	28%	71%	10%	81%	29%
PP	3/7	0/7	2/7	0/7	3/7	0/7
	43%	0%	29%	0%	43%	0%
Year 6	**Reading**		**Writing**		**Maths**	
	Expected+	Greater	Expected+	Greater	Expected+	Greater
All	78/86	36/86	73/86	11/86	78/86	28/86
	91%	42%	85%	13%	91%	33%
PP	5/8	0/8	4/8	0/8	6/8	2/8
	63%	0%	50%	0%	75%	25%
All	**Reading**		**Writing**		**Maths**	
	Expected+	Greater	Expected+	Greater	Expected+	Greater
All	418/512	156/512	386/512	66/512	419/512	139/512
	82%	30%	75%	13%	82%	27%
PP	22/45	1/45	16/45	1/45	25/45	3/45
	49%	2%	36%	2%	56%	7%

Both data sets demonstrate the need for further action to be taken to close the gap between our disadvantaged pupils and their non-disadvantaged peers- particularly in literacy. It is clear that the national picture for disadvantaged children – that their attainment does not match that of their non-disadvantaged peers- is also reflected at St Thomas'.

Contributing factors to this picture include:

-29% of the PP children at St Thomas' are SEND (8% have an EHCP)

-50% of our PP children are EAL

-63% of our PP children are AOEG

-37% of our PP children are monitored for their attendance

-24% of our PP children are mobility children (they have moved schools and joined St Thomas' later in their school life)

The combination of these factors means that tailoring support to support the needs of the child is a complicated task and requires time, resources and expertise. This illustrates the need for this Pupil Premium Strategy and what has influenced its direction over the 3 years of its implementation.

Evaluation of impact of the previous strategy

The last Pupil Premium Statement had three main intended outcomes

Intended outcome	Success criteria
1. Raised attainment amongst our disadvantaged children	Children will meet or exceed ARE in reading, writing and maths or make better than expected progress
2. Raised aspirations amongst our disadvantaged children	-Improved attendance -Improved parental engagement -Improved Leuven Scale data -Improved behaviour
3. A rich and varied curriculum (not just in core subjects)	-Profile of all subject areas raised in school -Children develop a wide range of skills in all subject areas.

1. Progress data (Figure 2) suggests that the strategies adopted to help the disadvantaged children at St Thomas' worked. However, internal data also highlights that there is still a significant gap and that further strategies and work must be done to continue to try and close it.

2. Attendance figures amongst our disadvantaged children remain a concern. In 2023-24 the gap in attendance between Pupil Premium (94.4%) and Non Pupil Premium (96.2%) was 1.8%. In 2024-25 the gap in attendance between Pupil Premium (93.1%) and Non Pupil Premium (97.2%) was 4.1%. In 2025-26 the gap in attendance between Pupil Premium (92.1%) and Non Pupil Premium (97.0%) was 4.9%.

Much work was done in school to improve parental engagement. The introduction of parent workshops in EYFS and KS1 had a very positive impact. Factors such as the reintroduction of parent questionnaires, extensive SEMH support (drop-ins, Family Hub) and improved communication were all designed to have a positive impact on our most disadvantaged children and families.

Leuven Scale data collected by all class teachers has shown a slight improvement in our disadvantaged children's wellbeing and involvement. The scale measures both factors from 1 to 5 with 1 being the least involved or with the lowest wellbeing.

Figure 4- Leuven Scale Data

Year	Involvement (mean score) Maximum score = 5	Wellbeing (mean score) Maximum score = 5
2021-22	**3.14**	**3.62**
2022-23	**3.31**	**3.55**
2023-24	**3.26**	**3.53**
2024-25	**3.32**	**3.64**
2025-26	**3.43**	**3.75**

The data suggests that involvement and wellbeing are being impacted by the strategy but will remain as an ongoing concern especially in terms of class involvement.

Our Relationships and Behaviour Policy including The St Thomas' Way has had a positive impact on behaviour at St Thomas'. Our restorative approach coupled with, a now embedded, system of praise and rewards (e.g St Thomas' Way tokens) has helped our most disadvantaged children. However, the Leuven Scale involvement score above shows that work still needs to continue in terms of Personal Development.

3. The St Thomas' curriculum was significantly developed during the period of the previous strategy statement. The investment in our subject leaders in terms of time and CPD enabled them to develop a robust and engaging curriculum. The level of expertise in each curriculum area rose year on year thanks to this investment which, in turn, impacted significantly on teaching and learning. Metacognitive strategies, retrieval practice, spaced learning, adaptive teaching and lesson sequencing training was delivered and then developed during the three years with the aim of positively impacting our most disadvantaged children.

Curriculum design and the development of subject leaders will continue to be a focus throughout school but will not form as much of a significant part of our Pupil Premium Strategy in this current cycle thanks to the progress made and the successes experienced during the period of the previous strategy.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
TT Rockstars	Maths Circle Ltd
Mastering Number KS1 Rekenreks	NCETM
White Rose Premium	White Rose Maths