

# Pupil premium strategy statement for 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	200
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025 – 2026 2026 -2027 2027 - 2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Headteacher and Chair of Governors
Pupil premium lead	Laura Collins
Governor / Trustee lead	Nick Tildesley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,205.00 (2025/2026)
Recovery premium funding allocation this academic year	n/a
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	n/a
<b>Total budget for this academic year</b> <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>	£102,205.00



## Part A: Pupil premium strategy plan

### Statement of intent

#### Ultimate objectives for disadvantaged pupils

- Close the attainment gap between disadvantaged pupils (PP) and their peers in reading, writing and mathematics so that disadvantaged pupils achieve at least in line with national expectations for primary pupils.
- Ensure disadvantaged pupils have sustained, high attendance and strong engagement so they access high-quality teaching and the full curriculum offer (including enrichment and pastoral support).
- Accelerate early language, reading and writing skills for disadvantaged children entering EYFS so fewer begin Year 1 with gaps in communication, language and early literacy.
- Improve social, emotional and mental health (SEMH) and readiness to learn for disadvantaged pupils, reducing barriers that prevent good learning and attendance.
- Identify and respond early to emerging SEND needs for disadvantaged pupils (including pre-diagnosed needs), increasing timely access to targeted support and specialist referral where required.

#### How the strategy works towards those objectives

- Build on the DfE Menu of Approaches by prioritising evidence-informed Tier 1 (High-Quality Teaching), Tier 2 (Targeted Academic Support) and Tier 3 (Wider Strategies) interventions that have robust evidence of impact for disadvantaged pupils.
- Invest Pupil Premium funding strategically in (a) strengthening universal teaching and adaptive practice so Quality-First Teaching benefits all pupils, (b) high-impact targeted tuition and structured interventions (delivered by trained staff/TAs or external tutors) for pupils who need catch-up, and (c) proportionate wider strategies to remove non-attendance and SEMH barriers (attendance work, breakfast provision, pastoral interventions).
- Use structured assessment, monitoring and frequent review cycles (half-termly pupil progress meetings; data on attendance, engagement, behaviour and intervention fidelity) to target resources, measure impact and adjust provision quickly.
- Ensure all approaches are locally implemented with fidelity using the EEF implementation guidance: prepare, deliver, monitor and sustain.

#### Key principles

- Evidence-led: interventions and deployment decisions are guided predominantly by high-quality research (primarily EEF guidance reviews), selecting approaches with strongest evidence for similar barriers (e.g., small group/1:1 tuition, TA-delivered structured interventions, SEL programmes, attendance-focused targeted work). Where local innovation is used, it will be piloted and evaluated.
- Quality-First Teaching as foundation: Pupil Premium is used first to secure consistently high-quality, adaptive classroom practice so that disadvantaged pupils receive daily effective teaching.

- Targeted but inclusive: preferentially target additional time and resources to disadvantaged pupils with greatest needs while ensuring they remain integrated in class learning and school life.
- Capacity building and sustainability: invest in staff CPD, TA training and distributed curriculum leadership so gains are sustained beyond short-term initiatives.
- Whole-school approach: cross-school ownership (SLT, SENCo, Attendance Lead, governors) and strong parent partnership so families are engaged and supported.
- Monitoring and value for money: allocate funds with clear success criteria and expected impact; evaluate and publish outcomes in line with DfE guidance.

(Where the document refers to evidence of effectiveness, the source is the Education Endowment Foundation unless otherwise cited. See evidence links throughout the Activity section.)

## Challenges

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

Challenge number	Detail of challenge
1	Attendance: Regular attendance in school is a challenge for our disadvantaged pupils (PP). Persistent absence among disadvantaged pupils reduces access to teaching time and interventions and undermines progress.
2	Early years lower starting points: Disadvantaged children joining EYFS have lower-than-typical communication, language and early literacy starting points (affecting phonics and reading outcomes later).
3	SEMH needs A significant proportion of disadvantaged pupils present with social, emotional and mental health needs (including pupils not yet diagnosed) which reduce engagement, behaviour consistency and learning readiness.
4	Emerging/pre-diagnosed SEND and access to targeted support: Some disadvantaged pupils have early signs of SEND (pre-diagnosed) and begin the SEN pathway; school needs earlier identification and evidence-based SEND-targeted provision to prevent longer-term gaps.

## 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
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<p>1. Improved attendance for disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>- Reduce the gap between disadvantaged and whole-school attendance so PP attendance <math>\geq</math> school average within 2 academic years.</li> <li>- Reduce persistent absence (PA) rate among PP by 50% within 12 months (tracked half-termly).</li> <li>- All PP pupils flagged for attendance support have an agreed attendance plan and review outcomes every 4 weeks. (Addresses Challenge 1)</li> </ul>
<p>2. Stronger early language and phonics outcomes in EYFS and KS1</p>	<ul style="list-style-type: none"> <li>- By the end of Reception, the proportion of PP pupils meeting GLD-related communication/language goals increases by 20 percentage points within 12 months.</li> <li>- Year 1 phonics pass rate for PP rises to be within 10 percentage points of non-PP peers within 12 months, and within parity within 2 years.</li> <li>- Fewer PP pupils are in the “Significantly Below” category for reading in whole-school assessments year-on-year. (Addresses Challenge 2)</li> </ul>
<p>3. Improved SEMH outcomes and classroom engagement</p>	<ul style="list-style-type: none"> <li>- Universal SEL curriculum implemented; targeted SEMH cohorts show measurable improvement on validated measures (e.g., SDQ, Boxall or local SEL scales): average improvement equivalent to at least one clinical band or pre-post improvement within 6–12 weeks for group programmes.</li> <li>- Reduction in behaviour incidents for targeted PP cohort by 30% over an academic year; increased lesson engagement and reduced lesson withdrawals. (Addresses Challenge 3)</li> </ul>
<p>4. Timely identification and effective support for emerging SEND</p>	<ul style="list-style-type: none"> <li>- All PP pupils flagged as pre-diagnosed receive a graduated response within 6 weeks (assess-plan-do-review) and access structured interventions.</li> </ul>

	<ul style="list-style-type: none"> <li>- Increase proportion of PP pupils meeting targets on individual plans (IEPs) termly; reduce time from identification to intervention start to &lt;4 weeks.</li> <li>- TAs trained and deployed to deliver evidence-based SEND interventions with fidelity; monitoring shows 4–6 months average progress where applicable. (Addresses Challenge 4)</li> </ul>
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### 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 £10,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD to embed adaptive teaching / inclusive classroom practice: Rosenshine-informed instruction, scaffolding, explicit modelling and formative assessment for EAL/PP/SEND pupils. CPD programme with coaching cycles and peer observation.	EEF guidance emphasises improving high-quality teaching as the most impactful foundation for disadvantaged pupils; see EEF guidance on targeted academic support and high-quality teaching for SEND and implementation guidance: <a href="#">EEF — 2. Targeted academic support</a> and <a href="#">EEF — A School's Guide to Implementation</a> .	2, 4
Strengthen early reading/phonics delivery (Reception & KS1) with consistent Little Wandle approaches and targeted phonics	Early reading and phonics are a key lever for closing gaps; EEF recommends systematic early reading and interventions and high-quality early literacy practice including NELI and similar programmes: <a href="#">EEF — Preparing for</a>	2

catch-up lessons linked to classroom practice. Ensure Little Wandle SEND adaptations for identified pupils.	<a href="#">Literacy / Early years: high-quality interactions</a> (references to Nuffield Early Language Intervention and evidence on early language).	
Develop subject leadership capacity: distributed curriculum leadership model (subject leads with termly monitoring cycles, gap analysis for PP). Subject leaders trained in assessment strategies and adaptive planning.	EEF implementation guidance and curriculum leadership evidence: strong subject leadership improves curriculum coherence and reduces variability in implementation; see EEF implementation support: <a href="#">EEF — A School's Guide to Implementation</a> .	2, 4
Improve deployment of Teaching Assistants: train TAs in delivering structured, evidence-based small group interventions and effective TA–teacher partnerships (planning/feedback time built in).	EEF guidance: targeted TA-led interventions are effective when TAs are trained, deliver structured programmes and supplement rather than replace teacher time: <a href="#">EEF — Deployment of Teaching Assistants</a> .	2, 4
Strengthen formative assessment & regular class questioning techniques (exit tasks, retrieval practice) across school to check understanding and inform rapid in-lesson adjustments.	EEF evidence on formative assessment, feedback and retrieval practice supports stronger learning and helps identify gaps; see Teaching & Learning Toolkit and implementation guidance (for formative assessment and metacognition). <a href="#">EEF — Teaching and Learning Toolkit (retrieval practice &amp; feedback summaries)</a> .	2, 4

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

Budgeted cost: £90,705.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Short-term small-group tuition (2–4 pupils) for targeted catch-up in reading and maths (30-minute sessions, 3× per week for 8–10 weeks), delivered by trained TAs/teachers and linked explicitly to classroom learning. Priority group: PP pupils in Below/Significantly Below bands.	Small group tuition shows +4 months on average; effectiveness increases when linked to classroom teaching and targeted to specific needs: <a href="#">EEF — Small group tuition</a> .	2, 4
One-to-one or paired tutoring (where necessary) for pupils with the most significant gaps (short blocks of high-quality tuition, aligned to class curriculum). Use National Tutoring arrangements or trained external tutors if capacity requires.	One-to-one tuition yields around +5 months on average; most effective when linked to classroom teaching and delivered over short, regular sessions: <a href="#">EEF — One to one tuition</a> .	2
Structured early language intervention in Reception for targeted PP pupils (use NELI-style/validated programme or high-quality school-led small group speech and language support).	EEF recommends evidence-based early language programmes (e.g., Nuffield Early Language Intervention) and high-quality interactions in EYFS to close early language gaps: <a href="#">EEF — High-quality interactions (Early Years)</a> .	2
Phonics catch-up programme for Year 1/2 PP pupils (daily targeted phonics sessions using Little Wandle SEND adaptations where required).	EEF guidance on improving literacy in KS1 and phonics-based approaches supports targeted phonics catch-up; early phonics accelerates decoding and reading fluency (see EEF literacy guidance summaries). <a href="#">EEF — Improving Literacy in Key Stage 1 &amp; Preparing for Literacy references via EEF early years pages</a> .	2



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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy targeted at disadvantaged pupils: (a) appoint Attendance Lead with clear PP caseload; (b) weekly attendance tracking for PP; (c) family outreach and targeted parental engagement (home visits, attendance plans, early help referrals); (d) incentives and small-scale contextualised supports (travel support, uniform, breakfast where needed).	EEF rapid evidence assessment on attendance interventions suggests tailored, targeted approaches and parental engagement show small positive impacts; effective systems use early identification and bespoke plans: <a href="#">EEF — Attendance interventions rapid evidence assessment</a> .	1
Breakfast club / targeted meal provision for vulnerable PP pupils (to support attendance, punctuality, and readiness to learn).	Attendance evidence indicates breakfast provision may have small benefits for disadvantaged pupils; the EEF review shows some positive effects, especially when targeted: <a href="#">EEF — Attendance interventions rapid evidence assessment</a> .	1

### Monitoring, Evaluation and Reporting

- Monitoring cadence: SLT termly reviews; half-termly pupil progress meetings with subject leads; weekly attendance tracking and fortnightly casework reviews for 20% highest-need PP cohort.
- Implementation fidelity checks: lesson observations for adaptive teaching, structured intervention fidelity checklists, TA coaching records, tutor session logs and attendance of intervention sessions.
- Impact measures: internal assessment data (reading, writing, maths bands), phonics screening pass rates, EYFS GLD/communication metrics, attendance rates, persistent absence rates, SEMH measures (SDQ/Boxall), behaviour incident logs.

- Reporting: publish an annual Pupil Premium impact statement (to governors and website) with clear mapping of spend to activities, outcomes vs success criteria and next steps.
- Governance: Pupil Premium Lead (named) reports termly to governors; governor with responsibility for disadvantaged pupils to provide challenge and oversight.

### Costing principles and prioritisation

- Prioritise high-impact, low-cost activities first (CPD focused on high-quality teaching, TA training) then targeted tuition for pupils with largest attainment gaps and attendance interventions for those with highest need.
- Use existing staff where possible (trained TAs delivering structured programmes) and external providers only where in-school capacity or specialist skills are required.

### Key responsibilities (examples)

- Headteacher / SLT: strategic oversight, budget allocation and reporting to governors.
- SENDCo: oversee identification, graduated response and SEND-targeted interventions.
- Pupil Premium Lead: operational management of PP interventions, monitoring, liaison with families.
- Attendance Lead / Pastoral Lead: attendance work and family outreach.
- Curriculum Lead / Subject Leads: embedding adaptive teaching and monitoring PP progress within subjects.
- Governors (PP link): evaluate impact, ask for evidence and ensure compliance with DfE expectations.

### Evidence sources (selected)

- EEF — Attendance interventions rapid evidence assessment: [Education Endowment Foundation — Attendance interventions rapid evidence assessment](#) (EEF review on attendance approaches, March 2022).
- EEF — High-quality interactions (Early Years) and Preparing for Literacy: [Education Endowment Foundation — High-quality interactions \(Early Years\)](#) (includes reference to Nuffield Early Language Intervention and early years evidence).
- EEF — Social and emotional learning (SEL): [Education Endowment Foundation — Social and emotional learning \(Teaching & Learning Toolkit\)](#) (SEL evidence and implementation notes).
- EEF — Deployment of Teaching Assistants (guidance report): [Education Endowment Foundation — Deployment of Teaching Assistants](#) (practical recommendations for TA use).
- EEF — Small group tuition: [Education Endowment Foundation — Small group tuition](#) (average impact and implementation guidance).
- EEF — One to one tuition: [Education Endowment Foundation — One to one tuition](#) (evidence on 1:1 tutoring and recommended delivery models).
- EEF — Targeted Academic Support/Selecting Interventions: [Education Endowment Foundation — 2. Targeted academic support](#) and [EEF — Selecting interventions guidance](#).

### Implementation timeline (summary)

- Term 1 (Autumn): Establish PP caseload and baseline data; launch Attendance Lead work and parental engagement clinics; start targeted TA training; begin EYFS language screening and targeted NELI-style groups; relaunch phonics fidelity monitoring across Reception/KS1.
- Term 2 (Autumn → Spring): Begin small-group tuition blocks, continue TA coaching cycles, implement SEL universal programme and targeted small SEMH groups; monitor attendance plans and review fortnightly.
- Term 3 (Spring → Summer): Evaluate interim outcomes; adapt groups and targeting for Summer term; continue parental engagement and enrichment bursary awarding; report to governors.
- Ongoing: Termly evaluation, fidelity checks, adjust resourcing according to impact. Publish end-of-year PP impact report.

#### Final note

This strategy is tailored to the context of St Thomas More (1FE Catholic primary, 199 pupils; 43 EAL; 23 SEND; 32% PP) and aligns with the DfE Menu of Approaches and the best-available evidence from the Education Endowment Foundation. Activities are designed to be implemented with clear success criteria, monitoring and school accountability so that Pupil Premium funding leads to demonstrable improvements for disadvantaged pupils across attainment, attendance and wellbeing.

(Selected evidence links are provided inline within the Activity tables and the Evidence sources list above.)

**Total budgeted cost: £102,205.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

At Saint Thomas More, we continue to work on closing the gap for Pupil Premium children. We acknowledge that unforeseen staff absences and a high turnover rate, primarily due to retirements, have created some challenges in maintaining continuity and support for our children.

Despite these obstacles, we are committed to addressing the needs of our disadvantaged pupils and are taking proactive steps to close the achievement gap. The strengthening of initiatives like the Little Wandle programme is a key focus. This programme provides targeted support and tailored interventions for our disadvantaged pupils, helping to ensure they receive the assistance they need to succeed.

Additionally, we are collaborating with local schools to enhance our curriculum further. By working together, we can share resources and best practices, creating a more robust and cohesive educational framework that benefits all learners.

Our focus remains clear: we are dedicated to closing the gap for disadvantaged pupils at Saint Thomas More. With the implementation of effective programmes and strong partnerships with local schools, we are optimistic about the progress we will achieve in the future.

### 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
n/a	