

St Thomas' CE Primary School

Pupil premium strategy statement 2024-27

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Thomas' CE Primary School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	57% (103 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sarah Bouette - Executive head teacher
Pupil premium lead	Adrian Jones - head of school
Governor / Trustee lead	Gunnel Welford - lead for disadvantaged pupils

Funding overview

Detail	Amount 23-24	Amount 24-25	Amount 25-26
Pupil premium funding allocation this academic year	£132,405	£134,680	£156,044
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£0
Total budget for this academic year	£145,600	£134,680	£156,044

Part A: Pupil premium strategy plan

Statement of intent

At St Thomas' we will ensure that all pupils, including those from disadvantaged backgrounds, are successful. We aim to:

- Raise achievement of pupils so they achieve as well as their peers and in line with national expectations by the time they leave the school
- Provide support for behaviour and attendance
- Ensure there is high quality teaching for all pupils.
- Provide tailored support for individual learning needs
- Deploy staff effectively so the most skilled staff work with the pupils who need the most support
- Use data to monitor impact and make adjustments where necessary

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point a need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	There are underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2
2	Disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	The foundations of learning for disadvantaged pupils are not always in place which leads to gaps in their foundational knowledge especially when it comes to transcription in writing.

4	Attendance and punctuality: Regular punctual attendance is a challenge for some of our disadvantaged pupils and we aim for attendance of disadvantaged pupils to be in line with non-disadvantaged pupils.
5	Increased risk of social and emotional difficulty within our disadvantaged group
6	Fewer opportunities outside of school for enrichment and wider personal development

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
For disadvantaged pupils to reach age related expectations at KS2 in reading, writing and maths and 90% to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication check.	At KS2 90% of our disadvantaged pupils will reach age-related expectations in R, W, M and Phonics. 90% of our disadvantaged pupils with additional barriers to learning will make expected levels of progress from their individual starting points.
All disadvantaged pupils will attend school daily and punctually. Their attendance will be in line with the rest of the school.	Attendance will be 95% + across the school. Most pupils will be in school on time
All disadvantaged pupils in EYFS to meet the ELGs for communication	All disadvantaged pupils in EYFS will perform in line with non-disadvantaged across all the ELGs.
For all disadvantaged pupils to have opportunities to take up extra curricular activities organised by the school	70% of children attending clubs are from our disadvantaged group.

Activity in the academic year 25-26

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: £98,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two lead teachers free from class responsibility to focus on English and mathematics and provide	Reducing class size has a small positive impact +2	1, 2, 3

additional support for these subjects in class (equivalent of 2 days)		
Lead teachers coach teachers through teacher research groups and lesson study	High quality staff CPD is essential to follow EEF principles. This is followed up during staff CPD and Inset	1 2 3
CPD sessions and inset days	High quality staff CPD is essential to follow EEF principles. This is followed up during staff CPD and Inset	1 2 3
Maths Hub	High quality staff CPD is essential to follow EEF principles. This is followed up during staff CPD and Inset	1 2 3
EYFS team meetings across the federation	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. Weekly team meetings for EYFS and EYFS Lead attends termly Network meetings.	1 2

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

Budgeted cost: £ 58,044

	Evidence that supports this approach	Challenge number(s) addressed
In-school interventions to target support to small groups	EEF toolkit: Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months) High impact for very low cost based on limited evidence +5	1 2 3
Educational psychologist	With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning. +7	1 2
All Child support for 20 identified pupils over 2 years	With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning. +7	2 3 4 5 6

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

Budgeted cost: £ 29,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
one-to-one pupil wellbeing support from ELSA (emotional literacy support)	Moderate impact for very low cost based on moderate evidence + 3 Parent engagement +4	3 4 5
Attendance initiatives (writing individual letters to parents when attendance dips)	Parental Engagement Moderate impact for very low cost based on moderate evidence + 4	4
Subsidised after school enrichment programme from Beyond the Classroom charity	The aim is to build self esteem and engage children in social activities. Physical activity has a moderate gain of +1 Extending school time has a gain of +3 Arts participation has a gain of +3	5 6
Art Therapy through LCAT	With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning.+7	5

Total budgeted cost: £156,044

Pupil premium strategy outcomes 2025

Attendance during 2024-25 academic year

- Attendance for all children was 94% (National is 94.9%)
- Attendance for PP children was 93.5% (National PP was 92.6%)

Attendance at after school clubs

- 70% of pupils entitled to PP attend school clubs. Those who don't attend school clubs are provided for at Adventure and other local club provision.

EYFS outcomes 2025

	Good level of development
Whole class (25)	48% (national 68%)
PP (14)	50%

non PP (11)	46%
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Phonics outcomes 2025

Y1 profile	Y1 phonics outcomes
Whole class (25)	80% (national 80%)
PP (15)	80%
non PP (11)	100%

KS2 outcomes 2025

	RWM combined	reading attainment	writing attainment	maths attainment
Whole class (25)	52% (national 62%)	84% (national 75%)	64% (national 72%)	84% (national 74%)
PP (15)	50% (national 47%)	87% (national 63%)	67% (national 59%)	73% (national 61%)
non PP (14)		80%	60%	100%