Pupil Premium Strategy Statement 2025 2026

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	330
Proportion (%) of pupil premium eligible pupils	35% (114 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	School Standards Committee
Pupil premium lead	Mark McLoughlin
Governor / Trustee lead	Sarah Cahill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,650
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 *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£166,650

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Part A: Pupil premium strategy plan

Statement of intent

At Saint Thomas More, it is our intention that all pupils, regardless of their starting points, the challenges they may face, or their backgrounds, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils in achieving their God-given talents, including progress for those who are already high attainers.

At our school, we will carefully consider the challenges faced by vulnerable pupils, such as those who are young carers or those with a social worker. The strategy is designed to support all children, regardless of whether they are disadvantaged or not.

We believe in the power of high-quality and adaptive teaching, and this is at the heart of our approach, which focuses on specific areas in which our disadvantaged children need the most support. This is proven to have the greatest impact on closing the attainment gap and benefits all children in our school. All children will have their attainment sustained and improved through our intended outcomes which are detailed in our strategy.

Our strategy also supports our school's plans for recovery, due to lost and disrupted education, notably through 1:1 and small group work with qualified staff for pupils whose education has been worse affected, including non-disadvantaged pupils.

Our approach is a response to need and challenge, rooted in robust assessment for learning, which is diagnostic, meaning no assumptions are made. The challenges are varied, and there is no 'one size fits all'. Some of the common barriers we have identified are:

Challenges

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

Challenge number	Detail of challenge
1	Vocabulary available to children when they enter school is below. Low level of language acquisition impacts on learning and early reading. Phonic deficit for some groups of children across school.
2	Attendance challenges. Attendance and punctuality data speaks to a need to offer more rigorous support for our vulnerable children who are late or

	absent. The aim is to reduce the persistent absenteeism amongst this population.
2	Lack of home/parental support for learning. Our data indicates that some of our more vulnerable families find home learning support for their children a challenge. Hearing children reading at home needs more support and training in order to support reading progress.
3	SEMH, trauma and adverse childhood experiences. Many of our children experience mental health and wellbeing challenges. School support is needed around transition into school, getting ready for learning and supporting individual self-regulation of emotion and behaviour.
4	Increasing complexity of learners with SEND coming into mainstream. The SEND profile in schools has undergone significant change since over the last few years where we are seeing a huge uplift in the complexity of special needs entering EYFS and other cohorts within school.
5	Limited Cultural Capital experiences. Some of our more vulnerable children have limited cultural experiences beyond their home life and immediate community. Some children lack wider opportunities outside of school to follow and develop interests.

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
Ensure that appropriate provision is made for pupils who are disadvantaged by addressing their individual needs.	Disadvantaged pupils exceed national progress expectations and become independent learners.
Targeted academic support is provided to those disadvantaged children who are not making expected progress.	That attainment gaps between disadvantaged and non-disadvantaged children are reduced.
To support our children's mental health and wellbeing, enabling them to be 'learning ready'.	Children become more regulated in school and are ready for learning. Their improved mental health and independence lead to more consistent engagement with the curriculum and better outcomes.
To offer wider family support of children who are disadvantaged so they are able to support their children more successfully.	Wraparound family intervention supports better outcomes for children in terms of attendance and progress. Parental support for home reading and learning improves over time and children make sustained progress in learning.

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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.

Budgeted cost: £ 100,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on adapting the curriculum for children with special needs.	EEF suggests that there are five high-quality, impactful teaching strategies are for teaching learners with special educational needs in mainstream schools- Explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology.	4
Targeted support for language in the Early Years and KS1. Continued support for phonics and reading across KS2.	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills which may affect their school experience and learning later on in their school lives. Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. Reading comprehension strategies are high impact on average (+ 6 months). Alongside phonics, it is a crucial component of early reading instruction. Phonic approaches have a strong evidence base indicating a positive impact on pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.	1
That attendance is rigorously monitored, and families are supported in ensuring sustained attendance.	EEF Social and emotional intervention develops a positive school ethos with the aim to support greater engagement in learning and parental engagement. The is some evidence of promise for several strategies including parental engagement	2

	approaches and responsive interventions that target the individual causes of low attendance. Positive impacts were found for both parental communication approaches and targeted parental engagement interventions. The average impact was larger for targeted parental approaches. Responsive interventions in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils were also found to be effective. Lead attendance officer time. Time invested in working to Inclusive Attendance Model.	
To ensure greater parental engagement with home reading and learning.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Follow the 4 crucial points around parental engagement. 1) Critically review how we work with parents 2) Provide practical strategies to parents to support their children at home 3) Tailor school communications to encourage positive dialogue around learning 4) Offer more sustained and intensive support where needed. 5) Workshops for parents resourced and delivered	2
SEMH support for our learners who are disadvantaged	Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others. EEF states that with the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another's perspective and communicate in appropriate ways.	3
To provide enhanced cultural capital opportunities for our	The EEF think enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds deserve a	5

most vulnerable children.	well-rounded, culturally-rich education. Enrichment approaches directly improve pupils' attainment.	

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

Budgeted cost: £44000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and reading interventions across whole school.	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills which may affect their school experience and learning later on in their school lives. Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. Reading comprehension strategies are high impact on average (+ 6 months). Alongside phonics, it is a crucial component of early reading instruction. Phonic approaches have a strong evidence base indicating a positive impact on pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.	1

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play therapy and counselling.	Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others.	3

	EEF states that with the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another's perspective and communicate in appropriate ways.	
Cultural capital. Additional music lessons.	The EEF think enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds deserve a well-rounded, culturally-rich education. Enrichment approaches directly improve pupils' attainment.	5

Total budgeted cost: £ £166650

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 Performance Data July 2025

KS2 Performance Data July 2025

15 Disadvantaged children in the Y6 cohort 2024-2025.

60% Disadvantaged Children achieved ARE or above in Reading (National 63%)

47% Disadvantaged Children achieved ARE or above in Writing (National 59%)

40% Disadvantaged Children achieved ARE or above in Mathematics (National 61%)

53 % Disadvantaged Children achieved ARE or above in GPS (National 60%)

33 % Disadvantaged Children achieved ARE or above in Reading, Writing and Mathematics (National 47%)

Whole School
Reading: 70% at ARE (National 75%)
19% at GDS (National 33%)

Writing: 60% at ARE (National 72%)
0% at GDS (National 13%)

Mathematics: 56% at ARE (National 73%)
14% at GDS (National 26%)

Combined R/W/M at ARE or above - 42% (National 62%)

Many of our disadvantaged learners have received bespoke mental health counselling this year which has supported their self-esteem and confidence. It has also supported a reduction around SATs anxiety and transitioning to secondary school. With wraparound support with speech and language teams, our disadvantaged learners across school have been supported in specific areas. This has had a cumulative effect on their progress over time – along with personal development as part of residentials and wider cultural experiences.

Our forward-looking PP Strategy Plan has been successful thus far. We are on track to meet our intended outcomes. With continued support around mental health and wellbeing, whether through bespoke 1:1 support or through wider curriculum experiences, our vulnerable children have achieved well.

Targeted phonic support through Little Wandle has worked well across the school with dedicated time to devote to phonic development from our very young children to older children in need of additional support.

Bespoke individual support in both expressive and receptive language by our SaL TA has really supported children's early reading and comprehension skills.

We acknowledge that we would like to continue to develop engagement with parents and home learning support and seek to incorporate this into the long-term plan more specifically.
We acknowledge that we need to make language support for our EAL learners a more focused priority in the year 25/26.

The success of last year's plan speaks to the cumulative effect of supporting children's mental health as a priority in readiness for learning. This, along with a broad and balanced curriculum with rich cultural experiences has increased our children's confidence in learning.

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
Play therapy and counselling	Carla Hallworth
Family Support	Pathfinder Team

Further information (optional)

We built in specific and general language support across EYFS, KS1 and KS2. We sought to look at how learners were prepared for more sustained time in the classroom – using proprioceptive activities and pre and post-tutoring to support. We enlisted the support of the DLP to train 'Communication Champions' and OT Champions to offer sustained support to pupils across the school. We complemented this with an increase in our Mental Health support offer to children through professional counselling and wider Pathfinder Family Support Teams.