

# Pupil premium strategy statement – St Thomas More Catholic 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	228
Proportion (%) of pupil premium eligible pupils	4.82
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	11 <sup>th</sup> July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Julieann Exley
Pupil premium lead	Julieann Exley
Governor / Trustee lead	Rocio Vicens Poveda

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 21,060
Recovery premium funding allocation this academic year	£0.00
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0.00
<b>Total budget for this academic year</b>	<b>£21,060</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make strong progress and achieve high attainment across all their subject areas. St. Thomas More Catholic School pupil premium strategy is to ensure, through support, that our disadvantaged and vulnerable pupils achieve that goal. This strategy will run for two years and will be reviewed to ensure validity of the strategy and impact on pupil progress.

The strategy will outline activities that will benefit and support the needs of pupils regardless of disadvantage defined by PPG or not (e.g., carers/children with social care involvement)

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils.. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point 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

#### Achieving these objectives:

- Additional teaching and learning opportunities provided through trained TAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving

children to at least age-related expectations

- Transition from primary to secondary and transition within the academic year from another setting and into EYFS.
- Additional learning support.
- Pay for all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote St Thomas More values and thus enhance learning.

## 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 indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. This includes pupils in KS2
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils are meeting age related expectations. This requires further monitoring.

5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. Reprioritizing social activities since the pandemic has been a priority that requires further work.
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## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny

	and ongoing formative assessment within our phonics programme.
Improved literacy attainment among disadvantaged pupils.	KS2 literacy outcomes in 2024/5 show that disadvantaged pupils are in line with their non-PP peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 Maths outcomes in 2024/25 show that disadvantaged pupils are in line with their non-PP peers.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"><li>• qualitative data from student voice, student and parent surveys and teacher observations</li><li>• A significant reduction in dysregulated behaviour.</li><li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li></ul>
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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.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,368

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	<p>1, 2, 3, 4 and 5</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: (NELI, Wellcomm, Spirals)</p>	<p>1</p>
<p>Phonics Lead – Embed Little Wandle phonics programme. Training for support staff. Resources and CPD for all Nursery Y3 staff, Little Wandle reading material for Reception Y3, free reading books for KS2</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>2</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	<p>3</p>
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<p>Teaching for Mastery training).</p>	<p>Training will commence in the new term to implement a whole-school mastery approach.</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3</p>
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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): Conscious Discipline and PACE</p>	<p>5</p>
<p>Continuous Professional Development – Quality First Teaching</p>	<p>Weekly CPD and on-going coaching and mentoring training to support QFT</p>	

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="http://educationendowmentfoundation.org.uk">Oral language interventions  EEF (educationendowmentfoundation.org.uk)</a>	1, 4
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	2
	regular sessions over a period up to 12	
An additional TA is employed to help disadvantaged pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
Enrichment Activities for raising Cultural Capital and aspirations	Weekly enrichment activities, after school clubs targeted for disadvantaged pupils.	

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

Budgeted cost: £3060

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management approached with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officer to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	

Contingency fund for acute issues.	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<p>IMPACT:</p> <ul style="list-style-type: none"> <li>The phonics scheme implemented across EYFS and KS1, feedback indicating that teachers are narrowing the gaps with children. Phonics scheme has shown a greater impact, all children in Year one passed Phonics Screening.</li> <li>At the end of KS2 Greater Depth for writing 23.1%, Reading 65% and Math's 69%, With 93% outcome for grammar, punctuation and spelling. English writing 81% Working at expected. We are above the National Average in all areas.</li> </ul> <p>Awaiting PFMAC and Birmingham Diocese to release the data so that schools can compare their data to other schools in the PFMAC/Diocese.</p> <p>EYFS data shows 66.7 % age expected (23/24 S 66.7%-National average)</p> <p>Phonics data showing 24-80% above national average, 25 data is 87%. (awaiting national average)</p> <h3>Externally provided programmes</h3> <p><i>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.</i></p> <table border="1"> <thead> <tr> <th>Programme</th> <th>Provider</th> </tr> </thead> <tbody> <tr> <td>N/A</td> <td></td> </tr> </tbody> </table>		Programme	Provider	N/A	
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