Pupil Premium Strategy Statement 2025-2026 (Year 2/3)

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 More's Catholic Primary School
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	(59 children) 47 FSM 7 Forces 1 Forces ever 6 0 LAC 4 Post-LAC / Adopted 4
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2nd year of 3
Date this statement was published	31.12.2025
Date on which it will be reviewed	01.10.2026
Statement authorised by	Jeff Sendall
Pupil premium lead	Enola Harrison
Governor / Trustee lead	Paul Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,910.41
Recovery premium funding allocation this academic year	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	£82,910.41

Part A: Pupil premium strategy plan

Statement of intent

Our school improvement plan states that we will 'adapt and maintain the development of provision for our most vulnerable and educationally disadvantaged pupils so that it effectively meets their needs'.

We want all of our children to leave primary school;

- With a love of learning and know how their learning can help them achieve their goals
- With the core skills, strategies and knowledge they need to be able to access the secondary curriculum
- With aspirations for the future
- With social skills to enable them to be socially competent and a good citizen
- Proud of who they are and their achievements
- Having achieved more than they ever thought possible

Most importantly we want for there to be no gap in success or opportunities because of an economic and social disadvantage.

As a school community, we are dedicated to narrowing the gap of attainment, achievement and opportunity experienced by our disadvantaged and vulnerable pupils.

Our policy is to look at all children and their family's circumstances and backgrounds and use our pupil premium funding to support all those children who we consider to be vulnerable or disadvantaged according to their needs and situations.

Through assessment, pupil voice and pupil progress meetings we have evaluated the causes and barriers faced by our educationally disadvantaged pupils and have established our priorities and actions based on these.

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.

Challenges

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

Challenge	Detail of challenge
1	**Early Years** In 2024, only 64.1% of our children achieved the Good Level of Development at the end of Reception Year. When compared only 20% of disadvantaged children achieved in comparison with 63% of their non-disadvantaged peers. Classroom observations, analysis of data and conversations with staff indicate that this is due to children starting school with low levels of emotional regulation and language skills. Examples of which include the inability to share or take turns, lack of independence and self-care skills including toileting.
2	**Emotional Wellbeing and Self-Regulation** Analysis of our CPOMS data, indicates behaviour, most specifically child-on-child is our highest category for recording incidents. Discussions with staff and children, account this to children not having the skills to manage and self-regulate their emotions and manage social interactions, especially at break and lunchtimes. These emotional, social and behavioural difficulties then have an impact on children's ability to learn.
3.	**Language and Oracy Skills** Language skills are continuing to be poorer for children in Reception and Year One which then continues throughout the school. There are more Pupil Premium children than non-Pupil Premium children who have language or speech delay or difficulties. These children need support to practice their skills and work on targeted programmes.
4	**Phonics and Reading** Our assessments and observations show that our disadvantaged children have a greater difficulty mastering early reading skills including phonics than their peers. This has a negative impact on their development as readers, writers and spellers and their access to the wider curriculum, as they progress through the school into Key Stage 2.
5	**Maths** Our end of Key Stage 2 data showed that 85.7% of disadvantaged pupils reached the expected standard compared with 57% of non-disadvantaged pupils. However, through analysis of internal data, it has been noted that this is not typical and that in four out of six classes, our disadvantaged children are achieving lower in maths than their non disadvantaged peers.

6	**SEND and Pupil Premium** Over a third of our Pupil Premium children have Special Educational Needs. Some of these needs are complex and require a targeted approach to teaching and learning which is in addition to and different from other children. They need careful and specific assessments so that we can track their small steps of progress. In some cases, parents also need support and advice managing their children's behaviour and needs at home.

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
To improve children's skills in self-regulation, managing self and building relationships by the end of Reception.	There will be a higher percentage of children achieving the Good Level of Development at the end of Reception in line with the national and local average. Children will be able to make the transition to Year 1 more successfully.
To improve children's personal development skills, including their social interactions, self-regulation and behaviour throughout the school.	There will be a reduced number of behaviour incidents logged on CPOMS. Children throughout the school will have increased levels of self-confidence, resilience and emotional-regulation.
To improve early language and oracy skills for all our pupils, particularly our disadvantaged children.	Children have daily opportunities to practice their speaking and listening skills and embed key vocabulary. There will be a reduction in the number of children requiring Speech and Language Referrals and targeted support in school.
To improve early reading (phonics skills) of children in Key Stage 1.	The percentage of pupils reaching the expected standard for the Year 1 Phonics screening will be in line with or above national average. The percentage of pupils achieving the expected standard in Reading at the end of Key Stage 1 will be in line with or above national average. There will be a smaller gap between disadvantaged and non-disadvantaged children achieving the expected standards.

To improve Maths data throughout the school so that more of our children reach the expected standard.	The percentage of disadvantaged and non-disadvantaged pupils achieving the expected standard for Maths in each year group will be higher. The percentage of pupils achieving the expected standard in Maths at the end of Key Stage 1 and Key Stage 2 will be in line with or above national average.
To improve the outcomes of children with SEND and educational disadvantage.	Through targeted teaching, children with identified SEND and educational disadvantage will make steps of progress.

Actions in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 32,994,20

Action	Evidence that supports this approach	Challenge number(s) addressed
Develop teaching and learning for SEND/ Pupil Premium pupils through quality first teaching to maximise progress for these pupils. Organise CPD to share examples of high practice in supporting different needs of children (in house or with specialist services such as the Educational Psychology Service).	Disadvantaged pupils with SEND have the greatest need for excellent high-quality teaching. To a great extent, quality first teaching for pupils with SEND, is good teaching for all.	1,2,3,4,5,6
Introduce Voice 21 (or similar) in school in order to enhance oracy skills across the curriculum.	Early intervention and early speech and language support greatly increases children's early writing and reading attainment. Education Endowment Fund (EEF) research shows oral interventions have a high impact on pupil outcomes of 6 months' additional progress.	1, 3
Embed Essential Letters and Sounds Phonics and cued articulation across the whole school to ensure validity to the scheme. Ensure there is CPD for new staff ensuring cued articulation is used across the school.	Recent Department for Education (DFE) guidelines state that a validated scheme should be used across the school used with consistency and validity. https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes To assist children to produce clear and accurate sounds we will introduce cued articulation alongside each new phonic sound. https://www.soundsforliteracy.co.uk/research.html	1, 4, 6

Ensure children have access to a wide range of high-quality phonics texts both in Key Stage 1 and 2.		
Embed 'Mastering Number' programmes in EYFS and KS1 to ensure early maths facts are taught and retained by children.	It is researched that early number fact recall further develops number and mathematical skills later in children's education. https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/	5, 6
Embed and monitor NCETM (National Centre for Excellence in the teaching of Mathematics) maths across the school to ensure there are ample opportunities for fluency, across the whole school to ensure high quality maths teaching. There will be CPD for all staff and maths manager training. Maths will be taught in smaller classes (2 classes per year) group rather than mixed classes.	The NCETM state that "children's chances of success are maximised if they develop deep and lasting understanding of mathematical procedures and concepts."	5, 6
Teach skills to improve emotional and social skills which will improve learning behaviours and emotional regulation Introduce Trick Box or similar to develop consistency across the school.	Evidence consistently shows that supporting young children's Personal Social Emotional Development (PSED) is effective Existing evidence also suggests that universal PSED interventions (i.e., delivered to all children in a setting) are more effective than those delivered to individual children as a targeted intervention. It is also suggested that the best outcomes can be achieved by combining several or multiple approaches to teaching children to manage their personal development, including managing emotions, self-care and social skills. https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development	1, 2

	In Key Stage 1 and 2, the Education Endowment Fund state that Social and Emotional learning can result in learning gains of 4 months plus when skills are taught and modelled sequentially and explicitly in a careful series of lessons. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
Targeted support at lunchtimes and playtimes to meet the needs of individual and groups of children. In Key Stage 1 this involves a TA playing games with the children. In Key Stage 2, this involves a lunch time club where children can develop their social skills and have access to a safe space.	EEF state that Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. In this case both are school-level approaches to developing a positive school ethos and reduce problematic behaviour whilst meeting individual needs of pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	

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

Budgeted cost: £26,383.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a part time specialist TA to work with pupils who are experiencing speech or language delay.	Early intervention and early speech and language support greatly increases children's early writing and reading attainment. Education Endowment Fund research shows oral interventions have a high impact on pupil outcomes of 6 months' additional progress. https://educationendowmentfoundation.org.uk/news/what-does-the-evidence-base-tell-us-about-effective-oral-language-practice	1, 3, 6
Teaching Assistants in all phases to deliver targeted	Targeted support at specific needs and knowledge gaps can be an effective method to support low	1, 2, 3, 4, 5, 6

interventions to meet the specific needs of disadvantaged pupils with SEND.	attaining pupils or those falling behind, both in one-to-one and small groups: One to one tuition | EEF (educationendowmentfoundation.org.uk) Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF 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: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	
Eight Fifteen club will continue running in Key Stage 1. This is a morning club for targeted children giving them bespoke teaching and activities to close the gaps in Phonics and Maths.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF One to One Phonics Tuition can have an impact of up to 5 months progress for individual children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4, 6
Undertake a Service Level Agreement with the Educational Psychology Service so that individual children's needs are assessed so that they can be met more efficiently.	The EEF State that; Understanding pupils and their learning needs is essential if schools are to effectively support pupils to make progress, and is especially important for pupils with SEND…. It also recommends that schools: build a holistic picture of the pupil's learning needs by gathering information from several sources, such as the pupil, parents and carers, colleagues, and external professionals. eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1734527530	1,2,3,4,5,6
Allocate a small fund to meet targeted individual needs and resources (for example assessments, tuition, musical tuition)	Based on school experience and individual needs, there is a need to have a small fund of money to allow pupils access to targeted resources to meet individual needs and bespoke targets.	

Wider strategies

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

Budgeted cost: £23,326,48

Action	Evidence that supports this approach	Challenge number(s) addressed
Forest School This is weekly after school club focussing on activities to develop children's confidence, language skills and behaviour.	The Education Endowment Fund states that physical activity has important benefits in terms of physical health and well-being. 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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	2
WASP (wellbeing and support practitioner) This is specialist support to help children manage their feelings and emotions.	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	2, 6
Small fund to support families with after school activities, access to extended school hours, trips, residentials, emergency needs.	Based on school experience, there is a need to set aside funding to support children in a crisis or at short notice with necessary uniform, equipment or trip costs to avoid them missing out or feeling different.	ALL

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year (Year One of Three).

Overview:

Our Pupil Premium Lead/ Senco, English Lead and Maths Leads have attended all pupil progress meetings throughout the year to allow for shared understanding of the barriers faced by our educationally disadvantaged pupils and solution focused discussions. Where possible these meetings were attended by a member of the governing body as well. This year we have also introduced interim pupil premium meetings which will be held midway between data drops to focus specifically on targeted pupils and outcomes.

Based on the information provided an analysis of our school from a range of sources, we will be continuing with our intended outcomes during the next academic year.

Challenge 1: Early Years

Our outcome is to improve children's skills in self- regulation, managing self and building relationships by the end of Reception. Currently the percentage of children achieving the good level of development increased year on year (68.9% in 2025 and 64.1% in 2024) and placed us with similar data to the national picture (68.3%). However, there is a still a significant gap between the attainment of disadvantaged pupils and their non-disadvantaged peers. We are going to continue to support these pupils as they progress through Key Stage One (especially with their Personal and Social Emotional Development) in addition to supporting our current Reception cohort to ensure there is an upward trend.

Challenge 2: Self-Regulation and Emotions

Our three-year outcome is to improve children's personal development skills, including their social interactions, self-regulation and behaviour throughout the school. Currently behaviour accounts continue to be our largest category of incidents on C-Poms with child-on-child behaviour being the largest percentage.

We have utilised our time with our linked Educational Psychologist to understand the reasons behind some behaviours and have further training planned for the academic year 25/26 from outside agencies including PBS for lunchtime and playtime support. We also have an inset day planned to address low level behaviours which can impact on the classroom environment and have an impact on learning. These low-level behaviours are often caused by children's lack of resilience and poor growth mindset which we are intending to also address within the next academic year.

We are continuing to address the number of incidents at playtime through the use of targeted support at playtime through the use of play activities for all children in Key Stage One and Lunch Time Club for Key Stage Two. This is currently regularly accessed by 14 children of whom 8 are classed as disadvantaged.

For children's emotional development we are also now using 'Ten Ten' to support PSHE lessons resources to support our Catholic school ethos; however, it is still too early to see any impact of this in numeric and qualitative form. We are intending to complete some case studies of individual pupils for further analysis and understanding.

Our Family Support Worker and ELSA have continued to support both children and families this year, including those who are disadvantaged. This support has been delivered through parent meetings, home visits, individual sessions working on emotional regulation and group sessions focusing on friendships and well-being. Children report that they feel listened to, are happier coming to school, have more confidence in themselves, can recognise their own strengths and communication styles and feel genuinely happier.

Finally, our after-school Forest School provision has been effective in ensuring children have opportunities to develop their resilience and emotional well-being skills. Over 30 children have accessed this provision for a period of six weeks.

We have also supported two children with work towards their own goals with one-to-one swimming lessons and also guitar lessons.

Challenge 3: Oracy and Language Skills

This academic year there have been more children who are starting school requiring support with their speech and language; this is in line with the national picture. The majority of Pupil Premium children on our SEN register are for Speech Language and Communication Needs with 61% of pupils.

As a result, we have used our pupil premium funding to increased our specialist TA to from two to three days so that she is able to see more pupils and offer more sessions to those pupils with the greatest need. Currently she is offering thirty-nine sessions (thirteen per day) the majority of which are allocated to disadvantaged pupils; especially those with Educational Health Care Plans.

We have also purchased Speech and Language link enabling us to make more effective assessments of individual pupils needs that are addressed either individually within targeted sessions or within small groups.

Challenge 4: Phonics and Reading

Our internal Reading data shows that for each year group there has been an increase in the children on track for their end of year outcomes with attainment for end of Key Stage 2 outcomes being broadly in line with the national picture at 76% and 75% respectively. For our disadvantaged pupils, there is still an attainment gap between them and their non disadvantaged peers which we are hoping to address this academic year.

Our Year One Phonics Data was showed significant progress with 78.1% scoring 32 or more in the June assessments. For our disadvantaged pupils; this was less with a pass mark of 50% (three out of six) but there are case studies for these pupils showing careful and detailed tracking resulting in an increase in the number of sounds children are able to recall and retain.

For our Year 2 retake group, 83% of our selected disadvantaged pupils scored 32 or more in June 2025. This is as a result of highly targeted and personalised interventions including Phonics Blast, 8.15 club before school and an after-school phonics group. Some of these children are continuing to receive support with their Phonics in Key Stage Two as part of a daily intervention.
Challenge 5: Maths Our internal data shows that for each year group there has been an increase in the children on track for their end of year outcomes in Maths; however, this is not the same for our disadvantaged pupils where there is a gap in attainment for five out of six classes. This academic year we have utilised the support of a HIAS advisor to offer guidance but it is still too early to measure the impact of this intervention and support. Within our school, Maths is also currently taught in smaller classes of one curriculum year group. We are continuing to use Mastering Number in Key Stage One and this has now also been introduced in Reception. This has had an impact in the number of children who are achieving the Good Level of Development and separately the number of children who achieved the Early Learning Goal in Number and Number Patterns.
Challenge 6: SEND and Pupil Premium Our current data indicates that 50% of our Education Health Care Plans have been issued to our disadvantaged pupils in order to meet their complex and challenging educational needs. A significant number of our SEN pupils are also disadvantaged. Our funding has gone towards individual interventions and targeted support enabling children to make small steps of progress which does not often translate into quantifiable data. As part of our wider strategy, we have also partially funded an Educational Psychologist assessment and supported children's attendance and emotional wellbeing through offering funded places at our Breakfast Club and After School Club.

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

Programme	Provider
Phonics	Essential Letters and Sounds
Maths	Mastering Number

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our Little Troopers club meet every fortnight for our military families. These sessions are run by our Pupil Premium Lead who was a former service child and are based on activities chosen by the children. Within this academic year they have been on a trip to Portsmouth Dockyard, led the school Remembrance Liturgy and took part in the organisation of our school Royal British Legion's **'Dress for Victory Day'.** They have enjoyed reading a book together working towards a Blue Peter Badge. Our Child and Family Support Worker has supported families of those deployed including making video calls, sending letters and cards and packages to deployed parents in collaboration with the children. Some of our service children have also received ELSA support.
What was the impact of that spending on service pupil premium eligible pupils?	Parents report that their children like attending Little Troopers and look forward to their sessions. Our families are grateful for the support that they have received.