Pupil Premium Strategy Statement 2024-2025

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	309
Proportion (%) of pupil premium eligible pupils	19.7% (61 children) 51 FSM 6 Forces 1 Forces ever 6 1 LAC 3 Post-LAC / Adopted
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	1st year of 3
Date this statement was published	31.12.2024
Date on which it will be reviewed	01.10.2025
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	£77,855
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	£77,855

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: £34,187

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

Budgeted cost: £18,885

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 interventions to meet the specific needs of disadvantaged pupils with SEND.	Targeted support at specific needs and knowledge gaps can be an effective method to support low 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	1, 2, 3, 4, 5, 6
Eight Fifteen club will continue running in Key Stage 1. This is a morning club for targeted children	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	4, 6

giving them bespoke teaching and activities to close the gaps in Phonics and Maths.	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	
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: £22,261

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,	The Education Endownment 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.,	2

language skills and behaviour.	improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	
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
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	
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

Total budgeted cost: £

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 2023 to 2024 academic year.

Challenge 1: Engagement and Independence

Staff have continued to develop topics and lesson hooks to engage all the children but especially those who are disadvantaged. This will need to be embedded and adapted year on year to meet the collective needs of each cohort.

Challenge 2: Reading

In Summer 2024, 85.7% of our disadvantaged pupils reached the expected standard for reading at the end of Key Stage 2 indicating good progress. However this is not a consistent picture throughout the school and in 5/6 classes our disadvantaged pupils are less likely to achieve the expected standards than their non-disadvantaged peers.

Through staff discussion and analysis of data, we need to continue to develop a love of reading throughout the school. Class teachers now have set times to read with children in their classes, including their lowest 25% of attainers. Children who find reading difficult are given more opportunities to read to an adult throughout the school week.

Our school priority is to embed our phonics scheme, Essential Letters and Sounds, particularly for those children who are most vulnerable and have special educational needs.

Challenge 3: Attendance

Our 2023-2024 attendance data shows an improvement in attendance data for both non disadvantaged and disadvantaged pupils at 95.9% and 96.1% respectively. Child and Family Support Worker has supported and will continue to support those with difficulties in persistent absence and punctuality.

Challenge 4: Speech

We employed a specialist ELKAN trained TA to deliver bespoke and tailored speech support for a range of children across the school but mainly in Key Stage One. Children who are receiving support are making steps of progress within their language development which supports them in the classroom.

Challenge 5: Maths

In September 2023, we began our maths mastery journey and the teaching of maths in smaller classes. Our Maths Lead has undertaken several learning walks this academic year and led several CPD sessions. She has identified that the smaller classes enable

teachers to meet gaps in children's knowledge more effectively and the smaller steps planning means that children are grasping concepts more easily. Use of stem sentences is also supporting with oracy development and retrieval practice is enabling children to develop fluency in their arithmetic skills.

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, this needs to be embedded so that this progress is consistent in every year group throughout the school.

TT Rock stars and Numbots have been continued across the school and lunchtime clubs are ongoing to allow for children who do not have access at home.

Challenge 6: LSA role

Our SENCO has continued to have fortnightly meetings for all LSA's. Specific CPD has been arranged for LSA's as well being involved in whole staff training. This will need to continue to meet the ever changing needs of our pupils, especially those that are most vulnerable.

General

Our Pupil Premium Lead/ Senco, English Lead and Maths Leads attended all pupil progress meetings to allow for shared thinking and greater knowledge of those who are educationally disadvantaged. Where possible these meetings were attended by a member of the governing body as well.

Based on the information provided an analysis of our school from a range of sources, we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

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 iRock Little Wandle Revised Letters and Sounds Early Talk Boost Number Sense

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 has restarted for our military families. They meets fortnightly and this is run by our Pupil Premium Lead who was a former service child. The children have been involved in the planning of these sessions and at their request led our whole school Remembrance Liturgy in November 2024. Additionally some of our service children have also received ELSA support. 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. We have a trip planned to the dockyard in Spring 2025.
What was the impact of that spending on service pupil premium eligible pupils?	Parents report that their children like attending Little Troopers and having someone to talk to. Our families report that they feel supported.