Pupil Premium Strategy Statement
ST THOMAS OF CANTERBURY 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	236
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2023/2024 2024/2025 2025/2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	
Pupil premium lead	Mrs VL Gallagher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	41,000
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*	41,000

Part A: Pupil premium strategy plan

Statement of intent

St Thomas of Canterbury Primary School is a community based on Gospel values and the teachings of the Catholic Church which aims to develop each person spiritually, intellectually, physically, culturally and socially. We aim to give each child within our school the opportunity to gain a good educational experience. Our curriculum is intended to inspire our children to become independent and thoughtful individuals. Consequently, anybody working with us accepts responsibility for all of our children, including those who may be socially 'disadvantaged' and are committed to meeting their pastoral, social and academic needs within a caring environment. Expectations are high for all groups and individuals. All teaching and learning strategies are designed to meet the needs of all learners. Additional support is integrated into 'quality first teaching'.

We therefore focus on the needs and levels of progress of all pupils. We will ensure that the pupil premium funding makes a significant impact on their education and lives. The Headteacher and senior leadership team, closely monitors the progress made by these pupils so that the impact and effectiveness of these strategies and interventions can be evidenced.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to exceed nationally expected progress rates
- To support our children's health and wellbeing to enable them to access learning at an appropriate level

Challenges

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

Challenge number	Detail of challenge
1	There is a continued drive to improve the attendance of PPG pupils and reduce the proportion with persistent absence
2	To accelerate the progress made by PPG pupils across the school so that by the time they leave in year 6, they are well prepared for their next stage in education.
3	To improve emotional regulation and resilience for pupils so that they have the correct attitudes and aspirations to enjoy school and achieve well
4	Curricular enrichment - Providing opportunities extracurricular activities and cultural capital opportunities for all pupils

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
There is a continued drive to improve the attendance of PPG pupils and reduce the proportion with persistent absence	• Attendance of pupil premium pupils is in line with or better than national benchmarks • Barriers to attendance are identified and strategies implemented successfully. • There is a reduction in persistent absentees • For PPG pupils, PA to reduce to be at or below national benchmarks by the end of 2029
To accelerate the progress made by PPG pupils across the school so that by the time they leave in year 6, they are well prepared for their next stage in education.	• Data is rigorously analysed to highlight groups who are not attaining in line with their peers • Attainment of pupil premium pupils is in line with or above national at end of KS2 • Gaps in attainment between pupil premium and non-pupil premium pupils are narrowed or closed • There is an increased % of pupil premium children working above national expectations • Changes to approaches/adaptations and interventions are made in response to evidence of monitoring Intervention monitoring shows that the majority of pupils targeted

	make accelerated progress to the expected standard or above • MTC outcomes are in line or above national expectations
There is effective support in place to support children's social, emotional and mental health needs	• Pastoral care and provision maps reflect the support in place to meet children's identified needs. • Monitoring and tracking shows impact of support • Pupils in receipt of ELSA or Learning Mentor support can identify and use tools to co and/or self-regulate their emotions at an age-appropriate level. • Behaviour and exclusion data show impact of effective pastoral care.
Wider curriculum opportunities for disadvantaged pupils is extended. Leadership opportunities for PP pupils.	• The school provides wide and varied cultural capital opportunities which are linked to the school's curriculum • Pupils have the opportunity to receive music lessons or have attended extra curricular clubs • Impact evidenced - pupils emotional wellbeing and engagement with school. • Subsidy of places on school trips (including residentials), competitions, and visits, after school club places

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: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
White Rose Maths CPD for all staff. Implementing NCTEM Maths project and maths fluency CPD for staff.	"School leaders should focus on the key mechanisms of effective professional development – such as goal setting, feedback or revisiting prior learning – when selecting or designing new training for teaching staff, according to a new	1, 2

Ongoing staff meetings. Ongoing delivery and development of mastery and maths fluency teaching and learning to enhance whole school approach to QFT in maths. A new subject report into maths teaching, Coordinating mathematical success, (July 2023) has been published by Ofsted. The full report identifies a range of points, including: 4, 5 14 practice, and impact on pupil outcomes.	guidance report published today by the Education Endowment Foundation (EEF)." EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	
Assessment – PiXL	Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective. Individualised instruction | EEF (educationendowmentfoundation.org.uk) The PiXL Club - Home	2

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

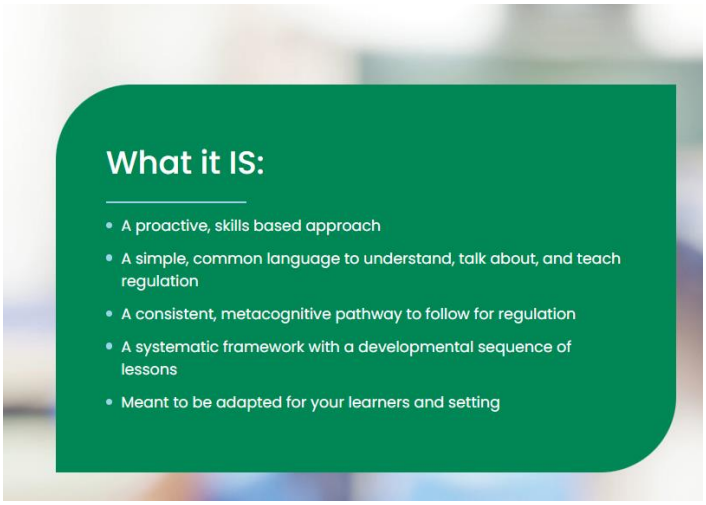
Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention to address gaps in attainment and progress	EEF research indicates 'Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2

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

Budgeted cost: £ *8,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT to monitor impact via staff and pupil surveys	The Zones of Regulation is based on years of field-based clinical experience by program author, Leah Kuypers. Leah saw a need to teach regulation showing learners ways to connect and apply skills in context, while incorporating theories, best practices, and evidence.	1, 2, 3

Development of behaviour policy to address use of Zones and its impact as a whole school	All of this culminated in The Zones of Regulation. The Zones of Regulation methodology and teaching approach is built upon leading neuroscience and cognitive theories, integrating evidence-based practices: 	
Further develop use of qualified ELSA support assistants. ELSAs (Emotional Literacy Support Assistant) and Learning Mentors to work with identified children to support children with developing positive behaviours and attitude to learning.	ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils. They provide on-going professional supervision to help maintain high quality in the work undertaken by ELSAs, thereby helping to ensure safe practice for ELSAs and pupils alike. Other Research – ELSA Network	1, 2, 3,
AAP and attendance officer to identify barriers to attendance and address persistent absence	Research being currently completed on attendance interventions by the EEF https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?u tm_source=/education-evidence/evidence-revi ews/attendance-interventions-rapid-evidence-a ssessment&utm_medium=search&utm_campai gn=site_search&search_term=attendance	1, 2

Curricular enrichment	Subsidy of places on school trips (including residentials), competitions, and visits, after school club places etc. All these wider uses contribute to the wellbeing of our disadvantaged families and pupils This includes a funded specialist music teaching programme, including individual instrument teaching and provision of musical instruments. Subsidised individual or small group instrument teaching and learning can continue for PPG pupils who demonstrate an ongoing interest or particular talent.	1, 2, 3, 4

Total budgeted cost: £ *31,080*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Actual Outcomes Sept 2026
There is a continued drive to improve the attendance of PPG pupils and reduce the proportion with persistent absence	• Attendance of pupil premium pupils is in line with or better than national benchmarks • Barriers to attendance are identified and strategies implemented successfully. • There is a reduction in persistent absentees • For PPG pupils, PA to reduce to be at or below 8% by the end of 2026	PPG attendance data decreased to 93.8%. Parttime timetables for pupils has had an impact on this. Persistent absence has decreased to 17.6%. The national persistent absence for pupil premium pupils in 2024/25 was 25%. This is above 2024/2025 national data for PPG pupils of 92.1% and primary school pupils of 94.8% Persistent absence of PPG pupils was in line with the national benchmark for 2023/2024. Persistent absence of PPG pupils continues to be a school focus for 2024/2025. The school has completed EBSA training, laser focus on attendance on the individual families, EH referral,
To accelerate the progress made by PPG pupils across the school so that by the time they leave in year 6, they are well prepared for their next stage in education.	Data is rigorously analysed to highlight groups who are not attaining in line with their peers Attainment of pupil premium pupils is in line with or above national at end of KS2 • Gaps in attainment between pupil premium and non-pupil premium pupils are narrowed or closed • There is an increased % of pupil premium children working above national expectations • Changes to approaches/adaptations and interventions are made in response to evidence of monitoring Intervention monitoring shows that the majority of pupils	Year 6 data shows that pupils who received in school interventions made good progress for the academic year 2024/2025. 50% (2 out of 4 pupils) achieved expected standard which is below the national benchmark. Therefore, the attainment of PPG pupils continues to be a school focus for 2024/2025. 100% of PPG pupils achieved standard in the Year 1 Phonics Screening Check. Add data from current year – GLD, Phonics, x table check and year 6

	targeted make accelerated progress to the expected standard or above	
There is effective support in place to support children's social, emotional and mental health need	• Pastoral care and provision maps reflect the support in place to meet children's identified needs. • Monitoring and tracking shows impact of support. • Pupils in receipt of ELSA or Learning Mentor support can identify and use tools to co and/or self-regulate their emotions at an age-appropriate level. • Behaviour and exclusion data show impact of effective pastoral care	There were no pupil suspensions or exclusions for the academic year 2025/2026. Pupils who received ELSA and emotional support at school showed an increase in personal skills to self-regulate and use tools available to support them.
Wider curriculum opportunities for disadvantaged pupils is extended	The school provides wide and varied cultural capital opportunities which are linked to the school's curriculum • Pupils have the opportunity to receive music lessons or have attended extra-curricular clubs • Impact evidenced - pupils emotional wellbeing and engagement with school. • Subsidy of places on school trips (including residentials), competitions, and visits, after school club places	All pupils were included in school enrichment activities. No child missed an opportunity provided by the school. All pupils had equal access to the whole school curriculum. Pupils were offered subsidised music lessons. Breakfast club provision provided – attendance improved.

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
None	