

# Pupil premium strategy statement 2023-2025

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	<b>St. Thomas of Canterbury Catholic Primary</b>
Number of pupils in school	593
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2025
Statement authorised by	Joanna Seymour
Pupil premium lead	Emilie Poulteney
Governor / Trustee lead	Helena Taylor Tom Thompson (from 2025)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,130
Recovery premium funding allocation this academic year	£13,340
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£138,470

## Part A: Pupil premium strategy plan

### Statement of intent

*We want all children to achieve to the best of their ability, regardless of gender, ethnicity, financial disadvantage and degree of cultural capital. Whilst financially ‘disadvantaged’ circumstances of families do not inevitably lead to disadvantage in other ways and underachievement academically, we want to do our very best to ensure that this isn’t the case. Where they exist, we want to utilise funding to counter disadvantages that may stem from family circumstances.*

*Equally, we recognise that where disadvantaged pupils do well at school, we need to ask, “What more could they do with the same advantages as others?” In addition, we recognise that there are pupils and families who do not ‘qualify’ for PP funding but who suffer disadvantage that can impede their developmental and/or educational progress.*

*St Thomas’s Intent - A rich and broad curriculum that develops the children’s knowledge and skills, inspiring them through a journey of creativity, discovery and curiosity where everyone is equally respected and valued, equipping the children as independent, resilient, lifelong learners.*

*At St Thomas’s, education matters for every child, especially disadvantaged children. It is a collective responsibility to ensure everyone understands how disadvantage impacts on learning on a year to year, term to term, week to week, day to day basis in our school, our context, with our children. It is our ultimate goal to build capacity, expertise and learning to ensure that disadvantaged children are not at risk of underachieving and there is a continued focus on early identification of individual need.*

*Our key principle is to provide the best possible pastoral and educational support to all through accurate and informed assessment that involves multiple sources of data. This includes pupil voice, teacher voice, feedback from parents, pastoral feedback, as well as summative and formative data.*

## Challenges

Challenge number	Detail of challenge
	<i>There are 113 designated Disadvantaged pupils in school: 19%</i>
1	<b>Communication, language and vocabulary:</b> deficits are increasing as pupils enter EYFS; Teacher observations recognise limited English language and communication skills. Pupils enter the school significantly below expected levels.
2	<b>Emotional wellbeing:</b> Discussions with staff and parents demonstrate an increased number of pupils and families with emotional issues eg regulating emotions. This is particularly evident during break and lunchtimes.

3	<b>Enrichment:</b> We serve a diverse community with many families struggling financially. As a result many families are unable to afford the cost for educational visits or extra curricular activities.
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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
<i>1) Development of oral language skills and vocabulary for all pupils in our school, particularly our disadvantaged pupils</i>	Language links assessments and general 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.
<i>2) All staff are aware of how to support individuals with managing their emotions and pupils develop the skills to self regulate and recognise when they are reaching a trigger point and know how to deescalate those feelings.</i>	A positive approach to behaviour both in the classroom and outside encourages all pupils to control their emotions. Counselling for key identified individuals will support with managing specific emotions. Pastoral staff within the school will support with more challenging pupils, including outside on the playground. All staff use positive language to encourage and develop emotional wellbeing which in turn leads to good learning and a positive attitude. Specific behaviour plans are in place to provide positive support for individuals.
<i>3) All pupils have the opportunity to participate in extra-curricular activities and educational visits, particularly our disadvantaged pupils.</i>	An increase in the participation of enrichment activities and educational visits. The wellbeing of all pupils improves significantly as a result of involvement with these offers. Additional activities during lunchtimes support with managing behaviour and emotions.

## 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: £25, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Schools Partnership Programme</i>	EEF: Training & development of Peer Review Focus on monitoring to ensure impact of provision	1, 2, 3
<i>Barriers to learning under constant review through data meetings</i>	HT data meetings focus on specific groups including PP pupils. Targeted support is identified and monitored. Booster intervention is in place for every year group from Yr 1-6	1,2,3
<i>Assessments and targeted support in language links</i>	Staff are deployed to assess all pupils new to the school and those in EYFS and targeted intervention is in place.	1,2
<i>Zones of regulation are used in all classrooms and staff receive training on managing emotions and self regulation</i>	Positive approaches to behaviour are in place and there is a change in the language used between staff and pupils to encourage a culture of self regulation. This in turn leads to improved teaching and learning. <a href="https://zonesofregulation.com/">https://zonesofregulation.com/</a>	2
<i>Additional support is in place for pupils who have difficulty in managing their emotions and self regulating.</i>	Pastoral support is in place to support the needs of pupils with more challenging behaviour. BCCS counselling support is in place for pupils with identified emotional needs.	2
<i>The extra curricular offer has been increased significantly and educational visits now take place at least once a term.</i>	A wide variety of extra- curricular clubs are being offered to all pupils including PP. All year groups offer an educational visit/ experience at least once a term and costs are managed to keep them to a minimum. Financial support is provided for those parents who find paying for this difficult.	2,3

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

Budgeted cost: £93,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School-led tuition in small groups</i>	Class or Year group teachers provide supplementary, before-school sessions in Years 1 to 6	1, 3
<i>Teachers/experienced HLTA providing weekly targeted sessions</i>	Pupils taught by an experienced teacher/ HLTA in small groups in extra Maths and English sessions	1
<i>Explicit Phonics teaching in small groups</i>	EEF: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2,
<i>Language Links training and Interventions:</i>	GL-Assessment EEF: <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>	1
<i>Employment of a specialist music teacher</i>	All children to be taught by our specialist music teacher. All pupils receive high quality lessons. Increased opportunity for musical activities.	1, 2, 3,
<i>Reading review &amp; funding boost</i>	Boosting KS2 resources EEF: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1

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

Budgeted cost: £20,470

Activity	Timescales/Evidence that supports this approach	Challenge number(s) addressed
<i>Involve parents in discussing pupil needs and barriers</i>	Support from MHST ongoing throughout the academic year Booster interventions Y1-6 weekly EEF: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 2
<i>Staff &amp; Pupil Wellbeing strategy</i>	Mental Health First Aider for staff. Annual action plan written by the school Mental health Lead.	2, 3
<i>Enrichment clubs, school trips and uniform/equipment subsidies</i>	Staff offer a variety of extra curricular activities during lunchtimes and after school.	2,3

<i>Employment of pastoral support</i>	Identified pupils to be supported in self regulation, low self esteem or managing their emotions in small groups. Additional support will be available during break and lunchtimes.	2,3
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## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

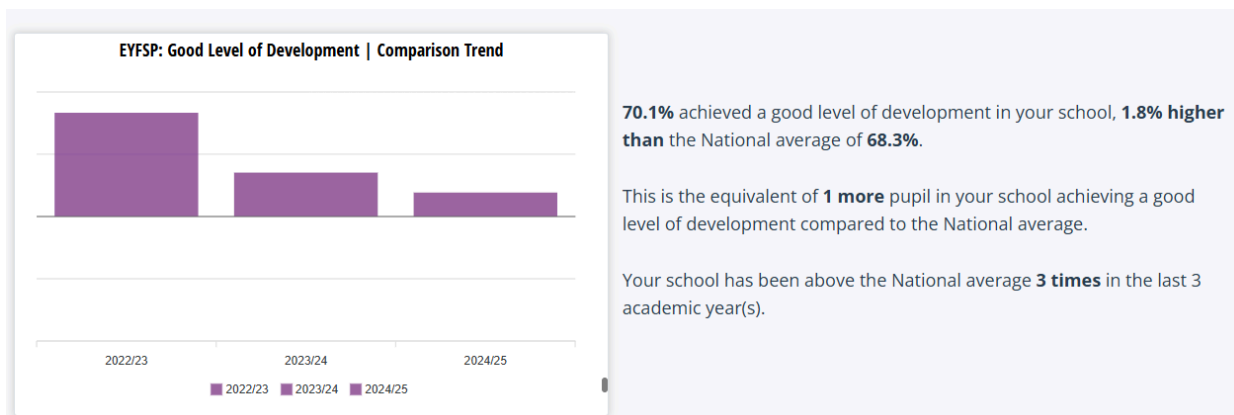
#### Challenges Identified in Pupil Premium Statement 2023-2025

- 1) **Communication, language and vocabulary:** deficits are increasing as pupils enter EYFS; Teacher observations recognise limited English language and communication skills. Pupils enter the school significantly below expected levels.
- 2) **Emotional wellbeing:** Discussions with staff and parents demonstrate an increased number of pupils and families with emotional issues eg regulating emotions. This is particularly evident during break and lunchtimes.
- 3) **Enrichment:** We serve a diverse community with many families struggling financially. As a result many families are unable to afford the cost for educational visits or extra curricular activities.

#### Communication, language and vocabulary:

Overall the outcomes of our 2023-2025 Pupil Premium Strategy have been achieved. Language links assessments and general observations indicate 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..

Good Level of Development data suggested the PP strategies have had a positive impact. See date from Perspective Lite. November 2025



Data in Key Stage 1 suggested the PP strategies have had a positive impact. See date from Perspective Lite. December 2023.

The school continues to embed a whole school approach to communication language and vocabulary. Language Links is moving from the embed to the sustain phase. Writing attainment continues to be a focus prioritising the importance of language and communication, an essential tool required prior to impactful writing.

#### Emotional wellbeing:

Counselling and pastoral support is in place for identified pupils, behaviour plans are in place and all classes have a consistent approach to positive reinforcement using Zones of regulation. We now have an inclusion manager to support those pupils who find regulation difficult and a safeguarding officer who is able to do regular check-ins with individual pupils and work with them to support emotions. Rocket club has been introduced and is led by our safeguarding officer, supporting pupils who find social interactions most difficult.

**Enrichment:**

The number of extra curricular activities has increased and there are more opportunities for enrichment across both key stages. The development of the forest school area provides more opportunity for outdoor learning led by a qualified instructor. Educational visits/ workshops are offered in all year groups to support pupils' 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.*

<b>Programme</b>	<b>Provider</b>
Language Links	Speech Link
A Social Emotional Learning Curriculum and Regulation Program	The Zones of Regulation