

# Pupil premium strategy statement – St Thomas of Canterbury Catholic Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	533
Proportion (%) of pupil premium eligible pupils	19% (103 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025 - 2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2028
Statement authorised by	Joanna Seymour
Pupil premium lead	Emilie Poulteney
Governor / Trustee lead	Tom Thompson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,975
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£186,975

# Part A: Pupil premium strategy plan

## Statement of intent

### Our Vision and Ultimate Objectives

At St Thomas's, we believe every child should have the opportunity to achieve their full potential, regardless of gender, ethnicity, financial background, or cultural capital. Our ultimate objectives for our disadvantaged pupils are to:

1. **Ensure equitable access to high-quality teaching and learning**, so that every child achieves strong academic outcomes.
2. **Narrow and ultimately close attainment and progress gaps** between disadvantaged pupils and their peers.
3. **Promote personal development, resilience, and well-being**, ensuring every child is confident, curious, and motivated to learn.
4. **Foster a culture of inclusion and aspiration**, where disadvantage is never seen as a limitation.

We recognise that financial hardship does not automatically result in academic underachievement, but we are committed to ensuring that disadvantage never becomes a barrier to success.

### How Our Strategy Works Towards These Objectives

Our current Pupil Premium strategy is designed to **identify and address barriers to learning early**, using targeted support and evidence-based approaches. We focus our funding and actions in three core areas:

1. **High-quality teaching for all** – investing in staff training, curriculum development, and teaching strategies that benefit every learner, particularly the most disadvantaged.
2. **Targeted academic support** – using data and professional judgement to provide tailored interventions that address specific gaps in knowledge, skills, and understanding.
3. **Wider strategies** – supporting attendance, well-being, and engagement through pastoral care, enrichment opportunities, and strong relationships with families.

We also recognise that some pupils and families who do not qualify for Pupil Premium funding face challenges that can impede their progress. Our inclusive approach ensures that support is guided by **need, not label**.

### Our Key Principles

Our key principle is to provide **the best possible pastoral and educational support** for all pupils through **accurate, informed, and holistic assessment**. This means using multiple sources of information — pupil and teacher voice, parental feedback, pastoral insights, and assessment data — to inform every decision we make.

We are committed to:

- Maintaining a **relentless focus on early identification** of need.

- Building **staff capacity, expertise, and understanding** of how disadvantage affects learning.
- Embedding a **collective responsibility** across the school community to support disadvantaged pupils.
- Using **research-informed approaches** and regularly reviewing impact to ensure funding delivers measurable outcomes.

### Our Intent

Our curriculum is **rich, broad, and ambitious**, designed to develop knowledge, skills, and character. It inspires creativity, discovery, and curiosity, ensuring all children are equally respected and valued. We aim to equip pupils to become **independent, resilient, lifelong learners** who can thrive in an ever-changing world.

Education matters for every child — but it matters most for those facing disadvantage. It is our shared mission to make sure that every child at St Thomas’s has the support, opportunity, and confidence to succeed.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Communication, language and vocabulary:</b> Deficits in communication, language and vocabulary are increasing as pupils enter EYFS. Teacher observations and baseline assessments show that many children start school significantly below age-related expectations in spoken language, comprehension, and expressive vocabulary. Limited early exposure to rich language environments and a high proportion of EAL learners contribute to these barriers.
2	<b>Emotional wellbeing:</b> Discussions with staff and parents indicate a rising number of pupils and families experiencing emotional difficulties, including challenges with regulating emotions. For some pupils, these challenges are linked to wider family circumstances that can impact emotional wellbeing, resilience, and readiness to learn. These factors can affect social interactions, behaviour, and overall engagement in school life.
3	<b>Enrichment:</b> We serve a diverse community, and some pupils face financial barriers that limit their access to educational visits and other enrichment opportunities that support cultural, social, and academic development. This can restrict pupils’ exposure to new experiences and affect aspirations, confidence, and engagement with learning.
4	<b>Pupil Mobility:</b> Our school experiences a high level of pupil mobility, with children joining or leaving mid-year. Frequent transitions can disrupt learning continuity, making it

challenging to identify prior attainment, address gaps in knowledge, and ensure progression. Pupils who enter the school mid-phase often require rapid assessment and targeted support to catch up, and this can place additional demands on staff and resources.

## 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
<p><b>1. Communication, language and vocabulary:</b></p> <p>Improved oral language skills and vocabulary breadth across EYFS and KS1.</p> <p>Increased confidence and ability to express ideas clearly.</p> <p>Narrowing of the language gap between disadvantaged pupils and their peers.</p> <p>Enhanced early reading and comprehension outcomes.</p>	<p>Pupils demonstrate improved oral language and vocabulary in class discussions and assessments.</p> <p>Observations show increased confidence in expressing ideas and using new vocabulary.</p> <p>Teachers identify narrowing gaps in language and communication skills.</p>
<p><b>2. Emotional wellbeing:</b></p> <p>Improved emotional regulation and resilience among pupils.</p> <p>Reduction in behavioural incidents and conflict.</p> <p>Stronger pupil-staff relationships and trust, supporting early identification of safeguarding concerns.</p> <p>Enhanced engagement in learning through improved wellbeing and self-confidence.</p> <p>Families feel supported and empowered to help their children manage emotions.</p>	<p>Dysregulation reduces over time, with fewer conflicts recorded.</p> <p>Pupils accessing pastoral support demonstrate improved confidence, emotional regulation, and resilience.</p> <p>Safeguarding concerns are identified and addressed promptly, ensuring pupil safety.</p> <p>Families engage with the Family Support Mentor and report improved confidence in supporting their children's emotional and educational needs.</p>
<p><b>3. Enrichment:</b></p> <p>All pupils have equitable access to a broad range of enrichment opportunities, regardless of financial circumstances.</p> <p>Increased engagement, confidence, and motivation through participation in trips and enrichment activities.</p> <p>Enhanced cultural capital, social skills, and personal development for disadvantaged pupils.</p> <p>Narrowing of opportunity gaps between disadvantaged pupils and their peers.</p>	<p>All pupils are able to participate in at least one educational visit or enrichment activity.</p> <p>Pupils demonstrate increased engagement and confidence following enrichment experiences.</p> <p>Feedback from pupils and parents indicates positive impact on personal development and cultural experiences.</p>
<p><b>4. Pupil Mobility:</b></p>	

<p>Rapid identification and assessment of new pupils' learning needs on entry.</p> <p>Targeted support to close gaps in learning, particularly for disadvantaged pupils.</p> <p>Smooth integration of mobile pupils into school routines and learning environments.</p> <p>Improved progress and attainment outcomes for pupils who join mid-year.</p> <p>Strengthened resilience, engagement, and confidence among mobile pupils.</p>	<p>All new pupils have their learning needs assessed promptly after entry.</p> <p>Pupils demonstrate progress in closing gaps in literacy, numeracy, and core subjects.</p> <p>Feedback from staff and parents indicates pupils are integrating well and showing increased confidence and engagement.</p>
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## Activity in this academic year

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

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

Budgeted cost: £33,750

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, 4
<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 Reception to Year 6	1,2,3, 4
<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.	1,2,4
<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 <b>any child</b> whose parents experience financial difficulties.	2,3
<i>Trauma Perceptive Practice</i>	Staff training for the whole school (9 sessions for year 1 and then annual update sessions) to develop a deeper understanding of all children, but especially those who have experienced trauma. Essex TPP <a href="https://schools.essex.gov.uk/pupil-support-and-wellbeing/social-emotional-and-mental-health-semh/semh-training/trauma-perceptive">https://schools.essex.gov.uk/pupil-support-and-wellbeing/social-emotional-and-mental-health-semh/semh-training/trauma-perceptive</a>	1,2,3,4

## Targeted academic support (for example, tutoring, 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, 4
<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, 4
<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, 4
<i>Language Links training and Interventions:</i>	Whole school approach. Assessment for all pupils new to our school.	1, 4

	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>	
<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, 4
<i>Reading review &amp; funding boost</i>	Boost 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: £60,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Involve parents in discussing pupil needs and barriers	Support from MHST ongoing throughout the academic year Booster interventions Reception to Year 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, 4
Staff & Pupil Wellbeing strategy	Mental Health First Aider for staff. Annual action plan written by the school Mental health Lead.	2, 3, 4
Enrichment clubs, school trips and uniform/equipment subsidies	Staff offer a variety of extra curricular activities during lunchtimes and after school. Financial support for PP children.	2, 3, 4
Employment of Inclusion Manager	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.	1, 2, 3, 4
Pupil Support Officer assisting new families	Assist families who are new to the area; support with understanding our school systems, support in accessing support from local area.	2, 4
Employment of a Safeguarding Officer (Designated Safeguarding Lead)	New role for September 2025. Trained as a Designated Safeguarding Lead, providing further capacity within school.	2, 4

	New link between school and families with a member of staff who is not a teacher.	
Family Support Officer	Existing HLTA providing support to families; bedtimes routines, behaviour strategies, healthy eating. Trained in Triple P to deliver to parents: <a href="https://www.triplep.net/glo-en/home/">https://www.triplep.net/glo-en/home/</a>	1, 2, 4

**Total budgeted cost: £186,975**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

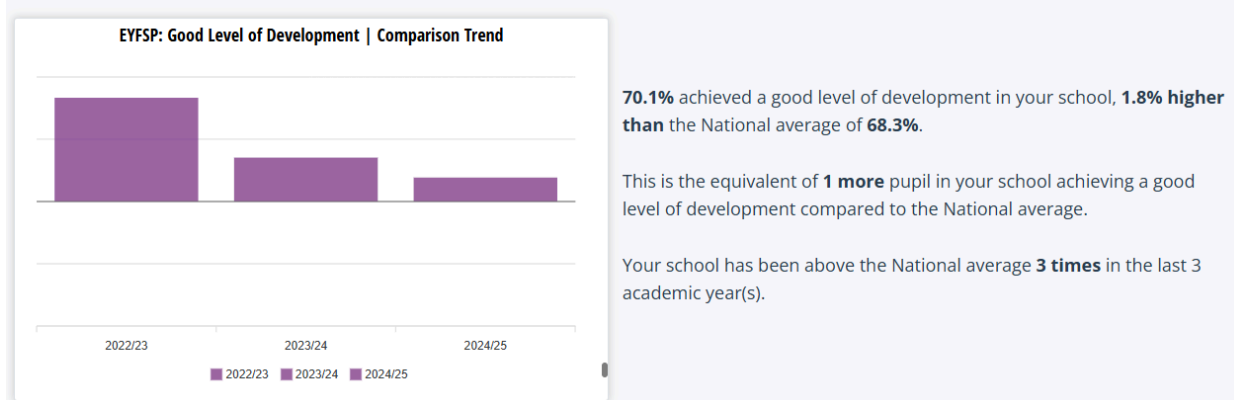
#### Challenges Identified in Pupil Premium Statement 2023-2025

- 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 to fund in the previous academic year.*

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

## Further information (optional)

*Our strategy is designed to support disadvantaged pupils, but it is not dependent on pupils simply having Pupil Premium status. It reflects the needs of our whole school community, including children who are newly arrived in the country or who are mid-year admissions.*

*We provide a wide range of targeted interventions, academic support, enrichment opportunities, and wellbeing initiatives that enable all pupils to thrive, regardless of background, timing of admission, or Pupil Premium eligibility. This approach ensures equity of access, helping children develop their academic skills, emotional resilience, and cultural experiences in a way that responds to the specific needs of our community.*

*By focusing on both disadvantaged pupils and those who may need additional support due to mid-year admission or being new to the country, our strategy promotes inclusion, raises aspirations, and maximises outcomes for every child in our school.*