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	220
Proportion (%) of pupil premium eligible pupils	9%
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)**	2026/2027 2027/2028 2028/2029
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	
Pupil premium lead	Mrs VL Gallagher
Governor / Trustee lead	Rebecca Abbott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,080
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	£31,080

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 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 approach is underpinned by Catholic Social Teaching, particularly the principles of Human Dignity, Preferential Option for the Poor, Participation and the Common Good. We believe every child is made in the image and likeness of God and deserves equitable opportunities to flourish academically, spiritually, socially and emotionally.

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	Attendance and persistent absence rates for disadvantaged pupils remain below those of their peers, limiting access to learning and wider school opportunities.
2	Despite good progress, attainment gaps remain between disadvantaged and non-disadvantaged pupils, particularly in writing and mathematics, and fewer disadvantaged pupils achieve Greater Depth Standards.
3	A number of disadvantaged pupils require additional support for emotional regulation, resilience and self-esteem to enable them to engage positively with learning.
4	Some disadvantaged pupils have reduced access to enrichment activities, leadership opportunities and wider cultural experiences outside school.

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 SEMH 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: £12,430

Activity	Evidence that supports this approach	Challenge number(s) addressed

Embed learning from the NCETM Maths Project through coaching, lesson study and peer observations to ensure consistent implementation of mastery approaches across all year groups. Use assessment information to identify disadvantaged pupils who are at risk of underachievement in mathematics and provide timely, targeted interventions focused on key gaps in number fluency and mathematical reasoning. Develop teachers' use of formative assessment so that misconceptions are identified and addressed rapidly within lessons. Strengthen opportunities for pupils to explain, justify and reason mathematically, in line with the recommendations from Ofsted's Coordinating	"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 guidance report published today by the Education Endowment Foundation (EEF)." EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net) Ofsted's report, Coordinating Mathematical Success (2023), notes that "there is a large gap between the lowest and highest achievers, and between disadvantaged and advantaged pupils". The report highlights the importance of high-quality teaching, secure mathematical knowledge, procedural fluency and carefully planned practice in improving outcomes for all pupils. The NCETM Teaching for Mastery programme is founded on the principle that "all pupils can learn mathematics successfully". Through high-quality teaching, carefully sequenced learning, mathematical fluency and timely intervention, pupils are supported to keep up rather than catch up. This approach is particularly important for disadvantaged pupils and aims to reduce attainment gaps by ensuring that all pupils develop secure conceptual understanding and procedural fluency. Evidence from the NCETM Teaching for Mastery programme demonstrates that "all pupils can learn mathematics successfully" and advocates a "keep up, not catch up" approach. By developing teachers' expertise in mastery pedagogy and mathematical fluency, the school aims to improve outcomes for disadvantaged pupils and narrow attainment gaps in mathematics.	1, 2

Mathematical Success report. Monitor the impact of maths fluency strategies on PPG pupils through termly pupil progress meetings, work scrutiny and lesson visits, adapting provision where progress is not accelerating. Increase challenge for higher-attaining disadvantaged pupils to raise the proportion achieving Greater Depth Standard (GDS) at the end of Key Stage 2. Share effective classroom practice identified through monitoring and professional development to further enhance the quality of first teaching across the school. Evaluate the impact of mastery and fluency approaches on Year 6 SATs outcomes, with a particular focus on narrowing the		

attainment gap between disadvantaged pupils and their peers.		
Deliver targeted interventions to improve handwriting fluency, spelling and sentence construction for identified PPG pupils. Provide regular opportunities for pupils to rehearse vocabulary and orally compose sentences before writing. Implement explicit teaching of transcription skills, including letter formation, spelling patterns and punctuation, across the curriculum. Ensure staff model and scaffold the writing process using approaches such as sentence stems, worked examples and shared writing. Use adaptive teaching strategies to reduce barriers to recording,	The EEF highlights that writing interventions which focus on the teaching of transcription skills, sentence construction and planning can have a positive impact on writing outcomes. Secure transcription skills reduce cognitive load, enabling pupils to focus on composition and the communication of ideas. EEF: Improving Literacy in Key Stage 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 EEF: Teaching and Learning Toolkit – Writing https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/writing	2

including writing frames, word banks and pre-teaching of key vocabulary where appropriate. Monitor pupils' writing books regularly to identify and address transcription difficulties swiftly. Provide additional practice sessions for pupils whose transcription skills are limiting their ability to demonstrate their understanding. Deliver CPD for staff on evidence-informed approaches to teaching writing and supporting pupils with transcription difficulties. Where appropriate, provide access to assistive technology to support pupils who experience significant barriers to recording their ideas.		

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

Budgeted cost: £9,320

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: £9,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop use of qualified Emotional Literacy Support Assistants. ELSAs (Emotional Literacy Support Assistant) and Learning Mentors to	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.	1, 2, 3,

work with identified children to support children with developing positive behaviours and attitude to learning.	Other Research – ELSA Network	
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: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Actual Outcomes November 2027
There is a continued drive to improve the attendance of PPG pupils and reduce the proportion with persistent absence	• Overall attendance for disadvantaged pupils to be at least **96%** by July 2029. • Persistent absence for disadvantaged pupils to be at or below national figures. • Attendance gap between disadvantaged and non-disadvantaged pupils to reduce annually.	
To improve outcomes for disadvantaged pupils and close attainment gaps in reading, writing and mathematics so that disadvantaged pupils achieve in line with or above national expectations at the end of Key Stage 2.	• 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	
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	
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	

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	