

# Pupil Premium Strategy Statement – St. Thomas Catholic Voluntary Academy

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	225
Proportion (%) of pupil premium eligible pupils	23/24 – 26.9% (62 pupils) 24/25 – 27.3% (59 pupils) 25/26 – 24% (55 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> )	2023/2024 2024/2025 2025/2026
Date this statement was published	November 2023 (Reviewed October 24) (Reviewed October 25)
Date on which it will be reviewed	October 2026
Statement authorised by	M. Sellors
Pupil premium lead	G. Wyles and A. Archer
Governor / Trustee lead	L. Grantham

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,025.65
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0 72,234
<b>Total budget for this academic year</b>	<b>£73,025.65</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>	
--	--

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Thomas Catholic Voluntary Academy, we believe that all pupils, regardless of their background or their starting points, make excellent progress and achieve well across all curriculum subjects. The purpose of our pupil premium strategy is to focus on supporting disadvantaged pupils to achieve that aim.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our curriculum's design is based on cognitive load theory and the known importance of revisiting learning. Quality first teaching 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.

Our strategy also links to our wider school plans for education including support for social, emotional and mental health, close management of attendance, the offer of a range of after school clubs and helping students develop a range of personal and social skills that will enable them to become well- rounded, responsible, and engaged members of society. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Invest heavily in children's pastoral care and personal development offer.

## Challenges

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

Challenge number	Detail of challenge
1	Low reading, writing and spelling skills and Vocabulary: Monitoring has shown a gap in the use and understanding of tier 3 vocabulary for some Pupil Premium children. Reception baseline assessments often highlight PP children enter reception with lower vocabulary and lower

	communication skills. There is also a gap in their writing skills and spelling, punctuation and grammar.
2	Some Pupil Premium children have additional needs such as social, emotional and mental health and anxiety concerns that can impact their learning. This may be because of in-school barriers, linked to learning, or external barriers such as home life. These barriers often require targeted, consistent and personalised support. Without effective intervention, pupils with additional needs and SEMH difficulties are at increased risk of underachievement, exclusion, and reduced life chances, widening the attainment gap between Pupil Premium pupils and their peers.
3	<p>Pupil Premium pupils are often lacking in cultural capital compared to their peers due financial constraints, limited access to enrichment activities, or reduced exposure to wider cultural experiences. A lack of cultural capital can present challenges in several key areas:</p> <ul style="list-style-type: none"> <li>• <b>Curriculum Access:</b> Pupils may struggle to fully engage with lessons that assume prior knowledge of vocabulary, experiences, or concepts (e.g. references in texts, historical contexts, or subject-specific language).</li> <li>• <b>Vocabulary and Oracy:</b> Reduced exposure to rich language and discussion can impact pupils' vocabulary development, comprehension, and confidence in expressing ideas verbally and in writing.</li> <li>• <b>Confidence and Aspiration:</b> Pupils may have lower self-belief or aspirations if they have limited exposure to role models, career pathways, or experiences beyond their immediate community.</li> <li>• <b>Engagement and Behaviour:</b> A lack of cultural reference points can lead to disengagement from learning, particularly where pupils do not see themselves or their experiences reflected in the curriculum.</li> <li>• <b>Social and Emotional Development:</b> Pupils may find it harder to navigate social situations, expectations, or learning behaviours that are more familiar to peers with higher levels of cultural capital.</li> </ul>
4	Some Pupil Premium pupils have lower parental engagement to support their child's learning due to a range of factors, including financial pressures, parental work commitments, limited educational experiences, language barriers, or family stress. This can impact pupils by receiving less support with homework and reading, attendance and punctuality, communication with school, learning environment at home and their expectations and aspirations.

## 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>To improve the quality of vocabulary used by PP children both verbally and in written form.</p> <p>For children's writing attainment to be improved.</p> <p>To improve the children's spelling, punctuation and grammar skills.</p> <p>To raise the attainment and enthusiasm for reading for Pupil Premium children.</p>	<p>Children find it easier to write at length and take more pleasure in writing. The quality of the children's writing is improved. Targeted learning walks shows an improvement in subject specific vocabulary.</p> <p>Discussions with teachers.</p> <p>Book Looks will show an improved level of vocabulary used by PP children.</p> <p>Spelling Punctuation and Grammar results will be improved and higher levels of punctuation and grammar will be seen in children's independent writing.</p> <p>Pupil Premium children's reading results will be on par with the rest of the children.</p>
<p>To improve the mental health and wellbeing of all children, particularly those entitled to Pupil Premium.</p>	<p>Children will be able to identify how they can get support.</p> <p>Children will be happier in school – feelings gained from pupil voice interviews, PASS Tests and attendance.</p> <p>For all staff, parents and children to have an awareness of strategies to enhance positive well-being and prevent decline in emotional health.</p> <p>Personal Development to be made explicit within lessons and on MTPs so that we ensure a full coverage of the areas of personal development that we have identified as being critical to ensure excellent outcomes for pupils</p>
<p>To improve the Cultural Capital for Pupil Premium children.</p>	<p>Children will have access to lots of different experiences to extend their knowledge motivation for learning.</p> <p>Foundation subjects will be well planned and include a range of opportunities to develop cultural capital, including trips and in school experiences.</p>
<p>To increase the engagement of parents/carers with school.</p>	<p>Regular monitoring of reading records show children are reading/being heard read daily.</p> <p>Homework to be completed on time.</p> <p>All PP children accessing the home learning in the event of any self-isolating occurring.</p> <p>Parents more engaged with school communication and attendance at school events is increased.</p>

## 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: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>To re-introduce SPAG lessons and half termly tests to increase knowledge.</li> <li>To introduce Essential Spelling and Word reading scheme.</li> <li>Quality First Teaching – focusing support for pupil premium children through scaffolding and explicit teaching.</li> <li>CPD on SPAG lessons</li> <li>CPD on effective feedback</li> <li>CPD on effective scaffolding.</li> <li>TA support in class to support pupil premium children</li> <li>EEF's 5 a day strategy rolled out across school to ensure that all learners enjoy a positive learning experience: Explicit instruction, Inclusion of cognitive and metacognitive strategies, Scaffolding, Flexible grouping, Using technology</li> </ul>	<p>Last year's SATS results showed a dip in SPAG progress. Literacy lead carried out research during leadership time to see the best way to increase SPAG subject knowledge.</p> <p>EEF research suggests that Feedback is one of the most effective strategies to improve pupils learning and the school is moving to live feedback in marking meaning that staff are needed to provide this high-quality feedback for all pupils.</p> <p>Focus on the explicit instruction and scaffolding from the EEF's five a day approach to supporting children in their learning. Although this was designed for children with SEND needs the principles are effective in supporting children in their learning</p>	1
<ul style="list-style-type: none"> <li>To introduce new PSHE/RSE/Catholic Social Teaching Personal Development Curriculum.</li> <li>The continued restructure of our RSE/PSHE re-plan, to encapsulates all issues that children may confront in their lives and extra resources to be purchased, including books through the Equaliteach scheme and Ten Ten + are added in order to better prepare children for all eventualities in life. Staff CPD (weekly) to support this</li> </ul>	<p>Working with The Trust and researching ways to support children's personal development.</p>	2

<ul style="list-style-type: none"> <li>• CPD to further upskill all (and especially less experienced) staff in subject management – giving them a clear understanding of identifying strengths and areas to develop.</li> <li>• Subject leads have the opportunity to review the intent of their curriculum regularly, to ensure coverage, sequencing and progression.</li> <li>• Subject leads and teachers are clear about the end points of knowledge that children need to know and remember in all subjects.</li> <li>• Quality First Teaching</li> <li>• Subject Leaders given time to ensure their subject is resourced, planned, delivered and assessed to a high standard which includes a range of cultural capital opportunities for PP children.</li> </ul>	EEF – High quality delivery and feedback enhances learning by at least 6 months	3
---	---	---

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

Budgeted cost: £29,525.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Continued use of Edukey to monitor social, emotional and mental health needs of children.</li> <li>• Continued employment of Pastoral Lead.</li> <li>• Continued ELSA sessions</li> <li>• Continued Lego Therapy sessions</li> <li>• Positive Play sessions to take place for pupils.</li> <li>• TAs (x4) to attend regular Positive Play training meetings.</li> <li>• Daisy the Therapy Dog sessions in school to work with children with Social, Emotional and Mental Health Needs.</li> <li>• Lunchtime club to support children who struggle with social,</li> </ul>	<p>Social and emotional skills are essential for children's development (EEF)</p> <p>Monitoring children's happiness and confidence allows us to pre-empt where there may become behaviour issues in the future.</p> <p>Having an open approach to mental health in school is vital to breaking stigma and children feeling that they can talk about their feelings gives more opportunity for children to succeed.</p>	2

emotional and mental health needs.		
<ul style="list-style-type: none"> <li>Increased use of Edukey to monitor interventions – also have a particular focus on PP children – to establish the impact of interventions.</li> <li>Staff training focused on Edukey and how to monitor and review interventions.</li> <li>SENDCo reviews intervention success and monitors the achievement of PP children in raising their attainment.</li> </ul>	<p>EEF research suggests that small group tuition can provide +4 months</p> <p>EEF suggest that 1:1 tuition can provide +5 months</p>	1

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

Budgeted cost: £10,500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<ul style="list-style-type: none"> <li>Variety of After school and Lunchtime clubs available for all pupils but give PP children opportunities to access a wider range of activities e.g. Crafts, Lego, Chess, Musical instruments, plus a arrange of sports clubs (PP children given priority).</li> <li>PP children to have school trips funded.</li> <li>Continue to use the Music Partnership to allow all children to access the best possible music provision – In Year 4, all children will learn to play musical instruments from voice to percussion to violin and clarinet.</li> <li>In Year 4, all children will have the opportunity to enjoy listening to and playing with the Halle orchestra</li> </ul>	EEF: Arts Participation adds 3 months to outcomes	3



<ul style="list-style-type: none"> <li>• Reading challenges for Pupils – raffle tickets give not those who read at least 4 times a week and Termly prizes of a book voucher given for the chosen ticket.</li> <li>• Communication through Class Dojo so that parents can be kept up to date about classwork and how to support at home etc. Currently used in Reception but due to be rolled out throughout the school.</li> <li>• Revision books and guides purchased and given to PP children to ensure that they have high quality resources at home to use. CGP test materials purchased for Y6 learners.</li> <li>• Parents invited to attend Celebration of the Word, Whole school masses and other events.</li> </ul>	<p>EEF – Positive parental engagement can have an impact of 4 months</p>	<p>4</p>
--	--	----------

**Total budgeted cost: £73,025.65**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Last year marked the second year of the school's three-year strategy for disadvantaged pupils. The aims for the school's strategy were as follows:

- *To improve the quality of vocabulary used by PP children both verbally and in written form. For children's writing attainment to be improved. To improve the children's spelling, punctuation and grammar skills. To raise the attainment and enthusiasm for reading for Pupil Premium children.*

We have continued with the Essential Letters and Sounds scheme for EYFS and KS1 - High impact – Clear structure to phonics lessons. Children remember phonics well due to repetition and routines and are engaged with the lessons. Children achieve highly in phonics assessments throughout the year and in the Year 1 Phonics screening check. To support children's spelling throughout KS2, we have purchased the Essential Spelling and Word Knowledge scheme which is a continuation of the KS1 resource. This enables the children to learn the meanings behind words and how words are made up by using 'root morphemes'.

There was an increase in GPS attainment last year so we are continuing with separate GPS sessions. One session a week will focus purely on GPS and it will be fed into lessons during the rest of the week.

- *To improve the mental health and wellbeing of all children, particularly those entitled to Pupil Premium.*

Positive Play and ELSA sessions to provide support for children who struggle with their mental health and need emotional support. Positive Play – High impact. Children enjoy the sessions and are using strategies in their own play and class. ELSA – High impact. Our ELSA trained member of this year and has made a positive impact on the children she has worked with. The introduction of our school Pastoral Lead has had a positive impact in the overall wellbeing and mental health of the pupils in school.

- *To improve the Cultural Capital for Pupil Premium children.*

Implementation of new schemes throughout school for foundation subjects. Subject Leaders given time to ensure their subject is resourced, planned, delivered and assessed to a high standard. High impact – Children are engaged in lessons and Subject leader feedback from pupil reviews is that they are knowing more and remembering more. Continuation of new schemes. Subject leaders to be given time to monitor their subject and ensure progress is still being made. We have also increased the variety of extra curricular clubs available and the uptake has been great. The percentage of PP children who attended an extra curricular club has increased which shows that pupils are given the opportunity to take part in extra curricular activities and broaden their experiences. Actions have been put in place to encourage an even greater uptake of clubs this year.

- *To increase the engagement of parents/carers at home, particularly with reading and times tables.*

Pupil Premium children heard read at least twice a week. High impact – Pupil Premium children are making good progress with their reading and more engagement from parents at home. Continue with this next year to increase progress and parental engagement. Nesy and TTRockstars/Numbots apps to be used regularly to target reading and spelling/Maths skills. High impact – Good results in the Times Tables Test in Year 4 last year. Teacher feedback is that Maths Fluency is improving. Children are gaining confidence in reading and spelling by using

Nessy. Continue with all apps to continue progress. Class Dojo has had a positive impact on parental engagement. Teachers are able to communicate with parents when needed and have also been updating their class' page with what they are learning about so that parents can support at home e.g. knowledge organisers and spelling lists.

This Year's strategy focuses on the same goals as the previous year with further enhancements and objectives in place to ensure more consistent outcomes for disadvantaged pupils.

## 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
Daisy Dog Therapy	Sam's Superheroes

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

**The impact of that spending on service pupil premium eligible pupils**

N/A

**Further information (optional)**