

St. Thomas of Canterbury RC Primary School

Pupil Premium Strategy Statement 2025-2028

Statement of intent

At St. Thomas of Canterbury RC Primary, we believe that each child is made in the image and likeness of God, and given a special mission to be a “change-maker” in the world, whether this be in their own family, their local community or wider world.

As such, we aim to support all children in developing the values, skills, knowledge and understanding to enable them to fulfil their God-given role. Where children are from disadvantaged backgrounds, it is vital to ensure that the provision we put in place also helps to fully address any barriers to learning that they encounter due to their home circumstances.

In order to do this, it is important that children from disadvantaged backgrounds receive carefully targeted support based on a secure knowledge and understanding of the barriers to learning they face. At St. Thomas of Canterbury we always aim to identify these barriers at the earliest possible point and immediately put in place highly effective support programmes based on research from the Education Endowment Fund and others. These programmes are regularly reviewed in order to ensure that they are having the best outcomes for all children, including the non-disadvantaged.

Adjustments are made “in year” as required.

Our Pupil Premium strategy dovetails seamlessly with our overall curriculum intent and should be understood within this context. Whole school curriculum intent has three aims; all children to become fluent readers, all children including SEND and disadvantaged to succeed through an inclusive curriculum offer and all to develop a strong work-ethnic inspired and challenged by our curriculum.

The barriers to learning set out below reflect some deep -seated socio-economic issues which do not lend themselves to “quick fixes”. For example, a low level of cultural capital or highly limited vocabulary cannot be “fixed” with one intervention alone.

Therefore our strategy aims to use our pupil premium money to “bear down” on these barriers consistently over a number of years as a longer term investment in the academic future of our children.

Barriers to learning

A, Narrow experience of life outside school – low cultural capital

B, Poor early speech and language development

C, Speaking, reading and writing problems reflecting English as a second language.

D, Very low baseline attainment on entry into Nursery across all areas of learning, but especially social, emotional and personal development and communication.

E, Parental disengagement / low aspirations/ misplaced ideas around ways of learning

F, Limited access to high quality reading materials outside school

G, Attendance and punctuality issues

H, Safeguarding and emotional barriers

I, Children with Special Needs whose learning issues are compounded by some of the above

At St. Thomas of Canterbury, we have found that these factors contribute significantly to children not learning to read easily or quickly and that disadvantaged children need to build resilience in learning and a self-belief and self-confidence that learning is something in which they can succeed. Our Pupil Premium spending is heavily directed at such intervention programmes.