

Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils during 2024-2025.

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	St. Thomas of Canterbury RC Primary School
Number of pupils in school	505
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027 (2024-25 – in detail)
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	David Deane OBE
Pupil premium lead	David Deane OBE
Governor / Trustee lead	Jim King

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£332,658
Recovery premium funding allocation this academic year	£14,899
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£347,557

Part A: Pupil premium strategy plan

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 life- long love of learning inspired by our curriculum.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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.

Challenges

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

Challenge number	Detail of challenge
1	Narrow experience of life outside school – low cultural capital
2	Poor early speech and language development
3	Speaking, reading and writing problems reflecting English as a second language.
4	Very low baseline attainment on entry into Nursery across all areas of learning, but especially social, emotional and personal development and communication.
5	Parental disengagement / low aspirations/ misplaced ideas around ways of learning
6	Limited access to high quality reading materials outside school
7	Attendance and punctuality issues
8	Safeguarding and emotional barriers
9	Children with Special Needs whose learning issues are compounded by some of the above

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
1,Broaden children’s understanding of the best that has been thought, written and said and thus build cultural capital.	Disadvantaged pupils leave our primary school with outcomes above National Average in KS2 English and Maths examinations, well equipped to meet the challenges of High School
2,Children demonstrate improved oral speech	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
3,Disadvantaged pupils with English as an Additional Language (EAL) demonstrate improved outcomes in speaking, reading and writing	Year 1 phonics screening check, end of Key Stage 1 and 2 outcomes for reading, writing and maths above National Average.
4,Children in Early Years demonstrate improved social, emotional and communication development	Ongoing formative assessments, observations and more formal assessments of impact of interventions demonstrate a rapid and sustained improvement in pupil well -being and communication skills
5,Parents much better informed and more confident about how to support their children’s educational development	Qualitative feedback from parents combined with improved outcomes at all Key Stages in reading, writing and maths .
6,More books and electronic reading resources available in the family home	Year 1 phonics screening check outcomes to be consistently 90%+
7,To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	School’s overall attendance to be above National Average and the attendance of disadvantaged pupils to be at least as good as non-disadvantaged pupils.
8,To keep all pupils safe and well and motivated to make the most of their primary school education	Safeguarding records demonstrate highly effective multi-agency working to keep children safe.
9,To achieve and sustain improved outcomes for pupils with Special Educational Needs (SEND)	Pupils with SEND to achieve outcomes above their national counterparts in end of Key Stage 1 and 2 examinations. Those SEND pupils with very high needs to meet ambitious learning goals set out in Educational Health Care Plans (EHCP)

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

Budgeted cost: £124,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement in full the recommendation from The Reading Framework review (July 2023) to further inspire a love of reading and greater reading fluency across KS1/KS2	Reading Framework (July 2023) is a DFE approved – written by leading experts and researchers in the field	1.2.3
Fully support the induction and training of all Early Careers Teachers to meet the needs of all learners – including those teaching phonics in R, Y1/Y2 and those supporting SEND pupils	Phonics approaches have strong evidential base that indicates a positive impact on accuracy of word reading, particularly for disadvantaged pupils Phonics – toolkit strand - EEF	1.2.3
Embed and refine the successful implementation of Little Wandle Letters and Sounds Revised DFE validated Synthetic Phonics Programme (SSP) to secure stronger phonics teaching for all pupils.	Phonics approaches have strong evidential base that indicates a positive impact on accuracy of word reading, particularly for disadvantaged pupils Phonics – toolkit strand - EEF	2,3,4,5,6
Provide training for all NEW staff in implementation of new SSP to ensure fidelity and consistency. Also ensure staff access the available ongoing, online training offer.	As above	2,3,4,5,6,
Further deepen teacher subject knowledge in a prioritised number of foundation subjects to support pupil learning across the curriculum	Improved teacher subject knowledge a key determinant on improved pupil outcomes	1.3.4

Embed through training dialogic activities across the curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	Strong evidence that a high quality language rich classroom environment, especially in the Early Years can improve spoken language EEF – Oral language	2,3,4
Improve the quality of social and emotional learning through further training for staff to embed these in routine education practice – especially in Early Years	Extensive evidence associating childhood social and emotional skills with improved outcomes EEF – social and emotional outcomes strand	4.8.9
Further enhancement of maths curriculum planning and teaching in line with DFE/EEF guidance - fund release time to embed key elements of guidance in school	DFE/EEF non –statutory guidance produced in conjunction with National Centre for Excellence in teaching maths - Draws on evidence based approaches , including maths mastery	1.3.5.
Retain additional staff to improve outcomes in spoken language, phonics, early reading and to inspire a love of reading as follows; Higher than normal ratio of staff in Early Years to support language development Additional Speech and Language therapist time. Part time librarian		2,3,4,5,6

Targeted academic support

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expand the existing KS1 disadvantaged pre-school reading club to target more vulnerable/lower attainers. Also set up a KS2 pre-school reading club- target those who may have arrived in school during KS2 and also those with EAL needs	One to one tuition EEF Small group tuition EEF	1,23,6,
Recruit one additional support staff –(mornings only) to deliver a reading intervention – Reading	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low	1,2,3,6,9

Recovery – to specifically target a very small number of pupils beyond Year 1 who are not reading fluently.	attaining pupils or those falling behind One to one tuition –EEF Small group tuition- EEF	
The above additional member of staff to provide a pre-school reading club to a small group of selected disadvantaged KS1 pupils	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small group tuition- EEF	1,2,3,6,9
SENCO to use specialist assessment/diagnostic tools to ascertain the exact nature of learning difficulties with individuals and work with others to produce programmes of work to address these issues	One to one tuition EEF Small group tuition EEF	9
Plan and resource additional phonics sessions targeted at disadvantaged pupils who need further support.	Phonics toolkit EEF	2,3,6,
Engage with the National Tutoring Programme to provide a school led tutoring for pupils education has been most impacted by the pandemic, many of whom will be disadvantaged – focus on reading and phonics	One to one tuition EEF Small group tuition EEF Phonics toolkit EEF	2,3,9
Plan, resource and deliver a carefully selected range of intervention programmes , especially focused on early language development, phonics and early reading - including WELLCOMM, TALC	One to one tuition EEF Small group tuition EEF	2,3,4,6,9

Wider strategies

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re-organise the lunchtime dining experience for pupils to provide a daily, high quality socialisation experience that develops children's speaking and listening skills with their peers	Enrichment opportunities, including extra-curricular can positively contribute to widening children's cultural, social, spiritual and moral education. Widening their frame of reference.	1,2,4
Broaden further enrichment opportunities, including as part of	Enrichment opportunities, including extra-curricular can positively	1

"catch up Mondays" and other extra-curricular offer to enhance cultural capital	contribute to widening children's cultural, social, spiritual and moral education. Widening their frame of reference.	
Improve attendance with intensive work by Attendance Officer/Family support worker – to improve outcomes for disadvantaged pupils	Attendance toolkit EEF	7,8
Subsidise/make free school trips and extra –curricular clubs to improve cultural capital of disadvantaged	Enrichment opportunities, including extra-curricular can positively contribute to widening children's cultural, social, spiritual and moral education. Widening their frame of reference.	1
Lease school mini –bus - facilitates school trips/cultural experiences etc	Enrichment opportunities, including extra-curricular can positively contribute to widening children's cultural, social, spiritual and moral education. Widening their frame of reference.	1

Total budgeted cost: £ 347,557

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Below are a series of tables that set out the academic performance of our Disadvantaged pupils compared to non-disadvantaged pupils with St. Thomas of Canterbury.

The tables also utilise published data to compare the performance of our Disadvantaged pupils to disadvantaged pupils in Salford LA (locally) and nationally.

The tables also compare the performance of our Disadvantaged pupils to non-disadvantaged pupils in Salford LA (locally) and nationally.

Year 6 SATs outcomes May 2025

% of pupils reaching the expected standard

2023	Reading	Writing	Maths
School Disadvantaged	83%	89%	94%
School non-disadvantaged	96%	96%	100%
National Disadvantaged	60%	58%	59%
National non-disadvantaged	78%	77%	79%
Salford Disadvantaged	57%	56%	56.5%
Salford non-disadvantaged	75%	75%	79%

- Results show that disadvantaged pupils at the end of their education at St Thomas of Canterbury outperform, by a significant margin, both disadvantaged pupils locally (Salford) and nationally in reading, writing and maths. They also outperform non-disadvantaged pupils locally (Salford) and nationally in reading, writing and maths.
- Within school, there is a small attainment gap between disadvantaged and non-disadvantaged attainment in reading, writing and maths

Year 2 SATs outcomes May 2025

% of pupils reaching the expected standard

2024	Reading	Writing	Maths
School Disadvantaged	67%	67%	81%
School non-disadvantaged	81%	69%	72%
National Disadvantaged	54%	44%	56%
National non-disadvantaged	74%	66%	76%
Salford Disadvantaged	47%	39%	51%
Salford non-disadvantaged	72%	64%	75%

- Results show that disadvantaged pupils at St. Thomas of Canterbury by the end of Key Stage 1 (infants) outperform disadvantaged pupils locally and nationally in reading, writing and maths. They also also out perform non-disadvantaged pupils locally (Salford) and nationally in writing and maths and are similar to non-disadvantaged performance in reading.
- Within school, Disadvantaged pupils do better than non-disadvantaged pupils in maths, have very similar attainment in writing with a small attainment gap only in reading (5 pupils).

Year 1 – Phonics Screening check – Summer Term 2025 Outcomes

% reaching the expected standard (32 or more out of 40)

School Disadvantaged	98%
School Non-Disadvantaged	93%
National Disadvantaged	67%
National Non-Disadvantaged	82%
Salford Disadvantaged	65%
Salford Non-Disadvantaged	80%

Summer 2024 Year 1 phonic results for Disadvantaged Pupils at St Thomas of Canterbury show they out performed both disadvantaged and non-disadvantaged pupils locally (Salford) and nationally.

They also did very slightly better than non-disadvantaged pupils within school.

School's internal data – Wider curriculum

School assesses the attainment and progress of pupils across all National Curriculum subjects at least annually. An analysis of this data indicates that the attainment and progress of Disadvantaged pupils within school compares favourably to non-disadvantaged pupils – outcomes are broadly similar, with no significant attainment gap.

Broader measures (attendance, well-being, behaviour)

The attendance of disadvantaged pupils is very similar to non-disadvantaged pupils and also on an upward trend. Analysis of behaviour and well-being logs do not indicate any issues of concern relating to Disadvantaged Pupils.

Conclusion

The intended strategy as outlined in the “intended outcomes” section of this document is making a demonstrative, highly favourable impact on the attainment and progress of disadvantaged pupils who attend St. Thomas of Canterbury. Their attainment is excellent in reading writing and maths compared to other pupils locally and nationally, including non-disadvantaged pupils.

The phonics Year 1 outcomes are outstanding, as they were last years and again this indicates strongly that our strategy is working well.

Broader measures and internal assessments confirm this highly positive pattern of attainment for Disadvantaged Pupils.

There remains an attainment gap within school, especially for reading outcomes. School leaders are never complacent and in 2024-2025 have added additional actions to address this issue.

Leaders will fully implement the recommendations of the Reading Framework Report (updated July 2024) as part of our Pupil Premium Strategy. (See teaching section)

Leaders will also expand the pre-school reading club for disadvantaged pupils in KS1 and create a new pre-school reading club for those disadvantaged pupils in KS2. (see Targeted academic support)

David Deane

Head teacher

(Pupil Premium lead)

November 2024