



Pupil premium strategy statement

2025-26

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Thomas More Catholic Voluntary Academy
Number of pupils in school	279
Proportion (%) of pupil premium eligible pupils	6% (17 children)
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	
Statement authorised by	Charlotte Crosse (Head Teacher)
Pupil premium lead	Tess Lambert
Governor / Trustee lead	Bernard Attard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,749.46
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£28,749.46
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	



Part A: Pupil premium strategy plan

Statement of intent

At St Thomas More CVA, our Pupil Premium strategy is rooted in high-quality teaching, early intervention and strong pastoral care. Our approach is guided by robust evidence — particularly the EEF's tiered model — and shaped by our Catholic values, which call us to nurture the dignity and potential of every child.

Our priority is to close attainment gaps in reading, writing and maths, while also addressing wider barriers such as attendance, social/emotional needs and access to enrichment. We invest in improving teaching, embedding systematic phonics, strengthening assessment practice and offering targeted academic support. We also ensure that disadvantaged pupils can participate fully in school life, including music, sports and cultural opportunities.

Through strong relationships with families, consistent support for well-being and a culture of high expectations, we aim to ensure all pupils — particularly the most vulnerable — are equipped to thrive academically, socially and spiritually.

EEF Guide to Pupil Premium https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium/EEF_Pupil_Premium_Guide.pdf

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress gaps in writing, early reading and mathematical fluency. DfE: Closing the Attainment Gap https://www.gov.uk/government/publications/closing-the-attainment-gap
2	50% of PP children also have a Special Educational Need. These include Social Emotional and Mental Health needs. EEF: SEND in Mainstream Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send
3	Ensuring that attendance of Pupil Premium children is in line with that of other children within the school. DfE: Working Together to Improve Attendance https://www.gov.uk/government/publications/working-together-to-improve-school-attendance
4	Ensuring all children have wider access to extracurricular activities and opportunities in order to broaden cultural capital experiences. Ofsted: Research underpinning the EIF (cultural capital) https://www.gov.uk/government/publications/education-inspection-framework-overview-of-research



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
Disadvantaged pupils will achieve outcomes in line with non-PP pupils nationally in reading, writing and maths. Pupil progress data will show diminishing gaps over time.	<ul style="list-style-type: none"> Clear monitoring in termly pupil progress meetings with identification of target pupils for intervention where necessary. Teaching staff to continue to identify gaps in learning and adapt lesson planning accordingly. Curriculum planning allows for opportunities to address lost learning. All PP children will pass phonics test. Children's engagement in writing will improve – evident in quantity and quality of writing improvement.
Pupils with SEND/SEMH will make expected or accelerated progress from starting points, supported by high-quality adaptive teaching and provision mapping.	<ul style="list-style-type: none"> Children with identified SEND will make at least expected progress and this will be measured carefully through provision mapping and tracking. Children with identified SEMH needs will be able to access learning throughout the school day. Staff will use SEMH strategies to successfully support children in school.
Attendance for disadvantaged pupils will be at least 95% and at least in line with their peers.	<ul style="list-style-type: none"> Attendance tracking and analysis for PP children to identify trends and patterns. Attendance systems and processes applied for any children whose attendance falls below 95% Additional support for families for attendance where needed
All PP pupils will participate in enrichment, including trips, sports, music tuition and extracurricular clubs, removing cost as a barrier.	<ul style="list-style-type: none"> Pupils in receipt of Pupil Premium will go on school trips. Pupils are given opportunity to access to music opportunities – including choir and music lessons. Pupils access sporting extracurricular opportunities including trips, afterschool sports clubs and school events.



Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10445

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher to support specific needs in a smaller group setting	Special Educational Needs in Mainstream Schools EEF EEF Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1&2
<i>Embedding a systematic approach to teaching phonics</i> Letters and Sounds A complete Phonics resource to support children (littlewandlelettersandsounds.org.uk)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk) DfE Reading Framework (2023): https://www.gov.uk/government/publications/the-reading-framework	1
<i>Reading is given a high priority in school so that standards of attainment and progress are maintained:</i>	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk) EEF Improving Literacy in KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1
Whole class feedback	Feedback EEF	1

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

Budgeted cost: £ 4500



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle phonics catch up sessions and rapid catch up interventions (KS2) for any children not passing PSC or identified through assessment.</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>DfE Phonics Screening Check Evaluation https://www.gov.uk/government/publications/phonics-screening-check-evaluation</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk) Impact + 4 months</p> <p>EEF Improving Behaviour in Schools (for routines/consistency) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	1 and 2

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

Budgeted cost: £13,804.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance support and monitoring.</p> <p>Agreed meet and greet for identified children</p> <p>Attendance tracking and analysis.</p> <p>Systems and processes for monitoring persistent absence.</p> <p>Attendance awards & encouragement</p>	<p>Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk)</p> <p>Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk)</p> <p>Children's Commissioner Attendance Report https://www.childrenscommissioner.gov.uk/report/we-must-stay-focused-on-school-attendance/</p>	3
<p>To purchase the Silver SEMH package</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>EEF Improving Social & Emotional Learning in Primary https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	2
<p>Subsidised trips and swimming lessons for Pupil Premium children</p>	<p>The national curriculum requires that All schools must provide swimming instruction either in key stage 1 or key stage 2.</p>	3



	<p>Children must be taught to swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes effectively.</p> <p>We ensure that all children are able to access this area of the curriculum by subsidising a ten-week swimming programme in year 5 and 6.</p> <p>Cultural capital section from EIF research https://www.gov.uk/government/publications/education-inspection-framework-overview-of-research</p>	
Subsidised access to Breakfast Club and Afterschool Club for Pupil Premium children	<p>Access to Breakfast clubs for disadvantaged families mean that they have a larger window in which to drop their children off at school. The breakfast that is provided at the club ensures that all children are fed and ready to start learning</p> <p>Magic Breakfast research study (EEF) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	4
Access to alternative provision where necessary	<p>Supporting the individual and complex needs of all children. Ensuring they can learn in a safe environment</p> <p>What the evidence tells us about good-quality Alternative Provision - The Centre for Social Justice</p>	3

Total budgeted cost: £28,749.46