

Pupil Premium Strategy - ST THOMAS CE PRIMARY 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	101
Proportion (%) of pupil premium eligible pupils	24.75%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2025
Date on which it will be reviewed	1 st September 2026
Statement authorised by	Matthew Boyle
Pupil premium lead	Helen Toher
Governor / Trustee lead	Alison Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,570 TBC
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£163,570 TBC

Part A: Pupil premium strategy plan

Statement of intent

At St Thomas' CE Primary School, our intention is that all pupils, regardless of their background or the challenges they face, make good progress and achieve across all curricular areas. We also endeavour to narrow the gap in attainment between those children deemed disadvantaged and non-disadvantaged. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already above Age Related Expectations.

A central aim in our Pupil Premium Strategy is to ensure that high-quality teaching is evident across the school; we aim to ensure quality first teaching and additional support is in place to support this. We will focus closely on the areas that data suggests disadvantaged pupils find most challenging and provide additional support where required. Evidence shows that this approach has the greatest impact and benefits all children, not only those considered to be disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Pupils experience ongoing challenges within their home life, including complex family dynamics and home environments that do not consistently provide stability or routine. These factors contribute to irregular school attendance and have also begun to give rise to a number of social, emotional, and mental health (SEMH) needs. Such circumstances can understandably affect pupil's readiness to engage fully in learning, and continued support will be important in promoting both their wellbeing and their attendance moving forward.
2	Upon entry to Reception, pupils demonstrate lower-than-average starting points across several early learning areas. Limited home support for academic activities contributes to reduced opportunities for reinforcement of skills outside the school environment. Consequently, pupil need sustained, targeted support to promote progress and ensure they are able to access learning in line with their peers. Additional support is needed to strengthen pupils' spoken language and vocabulary, enabling them to achieve greater success in written tasks.
3	Pupil's life experiences are relatively limited, highlighting the importance of a curriculum that is thoughtfully designed to meet the diverse needs of all pupils. Such a curriculum should not only support academic achievement but also foster personal growth and help develop aspirations for the future. In addition, providing wider enrichment opportunities is essential to broaden horizons, inspire ambition, and enable pupils to aim high in all areas of learning and development.

4	<p>Many pupils experience social, emotional, and mental health (SEMH) challenges that contribute to lower aspirations, reduced self-belief, and limited confidence. Difficulties with emotional regulation and resilience mean that they can struggle to cope effectively when faced with challenges, both in academic tasks and social situations. Additionally, some pupils have limited access to cognitive and metacognitive strategies, which would normally support problem-solving, independent learning, and reflective thinking. Without targeted support in these areas, the pupil is at risk of underachieving relative to their potential and may find it difficult to engage fully with learning or social interactions.</p>
5	<p>Disadvantaged pupils' progress is significantly affected by irregular attendance. Effectively addressing this challenge demands personalised strategies, additional staff support, and a graduated approach underpinned by precise tracking and monitoring systems.</p>

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
To narrow the gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths	The attainment of age-related expectations between the non-disadvantaged and the disadvantaged children will be broadly inline.
For all disadvantaged pupils in school to meet or exceed nationally defined progress rates.	At the end of KS2, the proportion of Pupil Premium pupils achieving the expected standard in reading, writing and maths meets or exceeds the national average for non-disadvantaged pupils.
To enhance the quality of pupils' life experiences by promoting stability, wellbeing, and supportive home circumstances.	<p>Attendance of targeted pupils improves and persistent absenteeism decreases, indicating greater stability and support at home.</p> <p>Increased parental engagement is evidenced through higher participation in meetings, workshops or support programmes.</p> <p>Behaviour incidents, safeguarding concerns and pastoral referrals for targeted pupils reduce over the year, demonstrating improved home circumstances and coping skills.</p> <p>All disadvantaged pupils access enrichment experiences (e.g., trips, after school clubs, sports/cultural activities), with increased participation compared to the previous year.</p>
To develop resilient learners who are confident and motivated to learn.	<p>Increased participation in class discussions, independent tasks, and enrichment activities demonstrates greater confidence and motivation to learn.</p> <p>Pupils show improved progress across core subjects, reflecting greater resilience and sustained effort over time.</p> <p>Improved attendance and punctuality indicate increased motivation to attend school and engage in learning.</p>

Activity in this academic year 2024-2025

PP: £163,570 + Recovery: £0 = £163,570

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional qualified staff across school age range.	Deploying qualified staff to work with Pupil Premium pupils is a key strategy to maximise learning outcomes. Their expertise in quality first teaching and targeted interventions ensures support is effective, leading to measurable improvements in literacy, numeracy, and verbal communication. This approach ensures that disadvantaged pupils receive high-quality, evidence-based support that helps close attainment gaps.	1, 2, 3 & 4
Targeted intervention for Disadvantaged pupils delivered by Qualified staff.	Carefully planned and monitored intervention programs allow staff to address gaps in learning effectively. Small group and individual interventions accelerate progress, ensuring that pupils meet or exceed age-related expectations across the curriculum.	1, 2, 3 & 4
Attendance Tracking.	Deploy real-time attendance monitoring software alongside professional development for staff in data analysis and interpretation. Trained staff can proactively identify patterns of absence and engage with families early to resolve underlying issues, improving overall attendance.	5

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 Reading tuition	<p>Small group intervention is highly productive in closing the gap for pupils through tutoring. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Our own data tells us that the more a child can have access to 1-1 reading the better the chance of attainment at ARE.</p>	1, 2, 3 & 4
Additional academic support software purchased to support learning in English & Maths	<p>Small group intervention is highly productive in closing the gap for pupils through tutoring. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>DfE Evaluation has shown the benefits to the national tutoring programme. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</p>	1, 3 & 4

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated Children's family support worker	Where home/family circumstances are challenging, early intervention/help can improve outcomes for the child. Attendance and pupil wellbeing indicates positive impact, as does the effective safeguarding procedures: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mentoring	1, 2, 3, 4 & 5
Financial contribution towards school visits and experiences	Support for low income families to ensure pupils are exposed to and can engage in extra-curricular activities, school visits and residential experiences.	1 & 3

Total budgeted cost: £163,570

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Additional qualified staff worked across the school age range, providing additional support across year groups. These staff provided targeted intervention and support for the pupils in receipt of funding and other disadvantaged groups to close gaps. Internal tracking data shows an improvement in progress for pupils. Data at the end of KS2 unfortunately did not meet the expected standard, however, the gap was significantly reduced from the previous academic year with 50% of pupils achieving RWM (Wigan – 51% / National - FSM6 48% / National All Pupils - 69%)

Phonics data – 88.9% (Wigan – 64.6% / National – 66.8%)

GLD – 54.5% (Wigan – 48.3% / National 51.6%)

Staff worked hard to improve attendance of Pupil Premium pupils and the Children and families support worker lead our approach to this. Families in need of support and challenge were targeted and the correct level of support was provided to these pupils and parents. We saw strong attendance across the cohort and our attendance was 93%. We continue to focus on these aspects for our current cohort.

Externally provided programmes

Pupil premium funds have not been spent on external providers or programmes this year.

Programme	Provider

Service pupil premium funding – Not applicable for 2023/24

<i>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</i>
The impact of that spending on service pupil premium eligible pupils