

## Pupil premium strategy statement

Our strategy statement 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's
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	6.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 -2026
Date this statement was published	November 1st 2025
Date on which it will be reviewed	November 1st 2026
Statement authorised by	Bridget Harris
Pupil premium lead	Bridget Harris
Governor / Trustee lead	Ciaran Kelly

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,635.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13,635.00

# Part A: Pupil premium strategy plan

## Statement of intent

At St Thomas More's School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, those that are going through personal difficulties and those with any additional needs. The activities we have outlined in this statement are also intended to support the needs of all pupils, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to targeted support through one to one or small group tutoring for pupils whose education is worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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 that 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

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils in KS1 and KS2 generally have greater difficulty and lack of confidence with mastering numeracy. This negatively impacts their development as mathematicians
3	Our assessments, observations, and discussions (which is a permanent item on agenda at every staff meeting) has resulted in staff identifying more children that need support with social and emotional needs. This has been impacted by the partial school closures with not only the disadvantaged children but across the board.

## 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
Improved reading attainment of disadvantaged pupils.	EYFS KS1 KS2 reading outcomes in 2025/26 show that all our disadvantaged pupils met the expected standard.
Improved confidence to work mathematically for disadvantaged pupils	Assessments and observations indicate significantly improved numeracy skills that enable confidence to work mathematically in EYFS and KS1 and KS2
Improved wellbeing and relationship building for disadvantaged pupils	Qualitative data from our student voice, student and parental surveys and teacher observations. Teacher observations to see an increase in understanding of how relationships affect our wellbeing. Children taking part in a programme of mentoring and benefiting from being able to build healthy relationships

## 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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed NCETM Training and to access Maths Hub resources and CPD (including Teaching for Mastery training)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p>	<p>2</p>
<p>Improve the quality of social and emotional learning.</p> <p>Use PSHE Programme &amp; Arrange staff training to implement this programme.</p> <p>Include relevant TenTen resources and introduce TPP training for all staff</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.eef.org.uk/eef-projects/eeef-social-and-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>3</p>

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

Budgeted cost: £ 13,635.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Phonic small group work - Train TA's for an extra day to provide small group phonics sessions for identified children or groups of children in KS2</i></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Provide One to One small group tuition to provide a blend of tuition, mentoring and school-led tutoring for pupils where need is identified. Each class teacher will have access to additional support for small group interventions and one to one if required.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 2
<p>Embed EYFS and KS1 Mastering Number and develop Mastering Number in KS2</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	2

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

Budgeted cost: £0

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Whole school implementation of the Ten Ten Programme</i></p> <p><i>Implement in school mentoring programme</i></p> <p><i>Develop the role of the new Mental Health Lead</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="http://www.eef.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>3</p>
<p><i>Appointment and training of Disadvantaged Children's Champion</i></p>	<p>A need to coordinate, implement strategies and evaluate our care and teaching of disadvantaged children is backed up by research and evidence in Addressing Educational Disadvantage in Schools and Colleges</p> <p>The Essex Way</p> <p>Edited by Marc Rowland</p>	<p>All</p>

**Total budgeted cost: £13,635.00**

## 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.

Our internal assessments during 2024/25 suggested that the performance of disadvantaged pupils was slightly lower than in the previous 3 years in mathematics and reading areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by our own online lessons and backed up by the Oak National Academy as well as in school provision with Key Workers and Disadvantaged.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were less impacted last year. Children were more resilient and confident to 'have a go'.

The impact was noticeable for some disadvantaged pupils and with such low numbers in the school this is easier to identify. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Although Covid was several years ago, the impact although less is still impacting on education through the basics that were missed in the younger classes for some children.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Essex - Disadvantaged Children's Champion Training and Clinics	Essex
Life to the Full Programme	Ten Ten Resources

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	The funding we received in this category and this was spent on TA staff to support their learning across the curriculum
What was the impact of that spending on service pupil premium eligible pupils?	Their attainment was on track

## Further information (optional)

*We feel that through evaluation of our provision for disadvantaged pupils it has enabled us to widen our outreach from providing support for the Pupil Premium children to thinking about how we support all our disadvantaged children. It has made us open up to opportunities (particularly through participating in the Essex Disadvantaged Children's Champion Programme) for discussion leading to identification of what we feel disadvantage actually means in our school and in each class. Once identified, we can support these children and therefore increase their self esteem, confidence and wellbeing which in turn creates the ideal learning environment to fill any gaps in skills, knowledge and understanding.*