



PUPIL PREMIUM STRATEGY

2024 – 2027

Pupil premium strategy statement

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 Primary School
Number of pupils in school	420 (max)
Proportion (%) of pupil premium eligible pupils	17% (October 2025)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Paula LeBreton Louise Murphy
Pupil premium lead	Louise Murphy
Governor / Trustee lead	Simon D'Souza

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,355 Based on 57 pp at £1,515
Recovery premium funding allocation this academic year	£0
Teacher Led Tutoring	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£86,355

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to raise the educational attainment of disadvantaged pupils of all abilities to help them reach their potential. www.gov.uk

For **St Thomas More Catholic Primary School (STM)**, decisions regarding the allocation of Pupil Premium funding are informed by a detailed understanding of both our school context and the barriers faced by disadvantaged pupils. While the proportion of disadvantaged pupils at STM remains below national averages, we recognise that disadvantage can significantly impact outcomes regardless of cohort size. Through rigorous analysis of attainment, attendance, pastoral information, and educational research, we have identified the specific challenges faced by our disadvantaged pupils and developed a targeted strategy to address these barriers. Our approach is underpinned by evidence-informed practice, including guidance from the Education Endowment Foundation (EEF), and is designed to ensure that all pupils, irrespective of background, can achieve their full potential.

Analysis of school data for 2025-26 highlights several key barriers to achievement. At the end of Key Stage 2, disadvantaged pupils attained significantly below their non-disadvantaged peers in combined reading, writing and mathematics, with a gap of 34 percentage points. Reading and writing remain the areas of greatest challenge, with fewer than 50% of disadvantaged pupils reaching the expected standard. Although disadvantaged pupils perform more favourably in mathematics, there remains a need to strengthen attainment across all core subjects to improve combined outcomes.

Children entering the Early Years Foundation Stage (EYFS) who are identified as disadvantaged often begin school with skills and knowledge below age-related expectations. This can affect early language development, communication skills, vocabulary acquisition and readiness for learning. As a result, early intervention and targeted support are prioritised to ensure that gaps are identified and addressed as quickly as possible.

Attendance continues to be another important focus. In 2025-26, attendance for disadvantaged pupils was 94.18% compared with 96.8% for non-disadvantaged pupils. Whilst this represents a significant improvement from the previous year, when attendance for disadvantaged pupils was approximately 92%, a gap remains. Improving attendance is essential to ensuring pupils can fully access high-quality teaching, intervention programmes and wider enrichment opportunities.

In addition to these academic and attendance barriers, some disadvantaged pupils face challenges relating to language and communication, social and emotional wellbeing, and reduced access to enrichment experiences beyond the school environment. These factors can impact confidence, engagement and readiness to learn. Therefore, STM places a strong emphasis on pastoral support, high-quality teaching, targeted interventions, and opportunities that broaden pupils' cultural capital and aspirations.

Through the strategic use of Pupil Premium funding, STM is committed to reducing attainment gaps, improving attendance, strengthening early language and literacy development, and ensuring disadvantaged pupils have equal access to the full curriculum and wider opportunities available within school life. Our goal is not only to improve outcomes but to remove barriers so that every child can flourish academically, socially and spiritually.

This has enabled the school to identify the main barriers and what actions we can put in place to overcome these barriers. These are:

Internal Barriers

- A significant attainment gap remains between disadvantaged and non-disadvantaged pupils. In 2025-26, the combined Reading, Writing and Mathematics (RWM) gap at the end of Key Stage 2 was 34 percentage points.
- Outcomes for disadvantaged pupils are strongest in mathematics; however, attainment in reading and writing remains lower. Raising attainment in literacy is therefore a key priority to improve overall combined outcomes.
- Fewer than 50% of disadvantaged pupils currently achieve the expected standard in both reading and writing.
- Disadvantaged pupils often enter the Early Years Foundation Stage (EYFS) below age-related expectations, particularly in communication, language, literacy and personal development, creating starting-point gaps that require targeted early intervention.
- Although attendance for disadvantaged pupils has improved significantly, increasing from approximately 92% to 94.18% in 2025-26, it remains below that of non-disadvantaged pupils (96.8%). This reduces learning time and can impact progress and attainment.

Actions to be Taken and Embedded

- Continue to embed STM's Pupil Premium non-negotiables in every classroom, including frequent reading opportunities, daily arithmetic and times table practice, and targeted intervention programmes.
- Use EduKey Provision Maps to monitor interventions, classroom adaptations and Pupil Premium provision, ensuring effectiveness is reviewed and evaluated at least termly.
- Maintain robust pupil progress meetings with a specific focus on disadvantaged pupils' attainment, progress and combined RWM outcomes, enabling timely intervention where required.
- Provide access to online learning platforms and individual pupil logins to support homework, independent learning and practice beyond the school day.
- Deliver parent workshops and information sessions to increase parental understanding of age-related expectations and how to support learning at home.
- Utilise the EYFS online learning platform to strengthen home-school communication and provide parents with clear guidance on supporting progress towards the Early Learning Goals.
- Ensure EYFS topics provide opportunities for child-led learning, promoting engagement, curiosity, vocabulary development and early language acquisition.

- Promote reading for pleasure through targeted access to high-quality texts, including providing books for disadvantaged pupils through book fairs and other reading initiatives.
- Continue to prioritise writing across the curriculum, with a focus on increasing the proportion of disadvantaged pupils achieving the expected standard and improving combined RWM outcomes.
- Provide high-quality professional development for staff, linked to the School Development Plan, to strengthen teaching, adaptive practice and outcomes for disadvantaged learners.

External Barriers

- Attendance for disadvantaged pupils remains below that of their peers and continues to be a barrier to maximising learning opportunities and achievement.
- Levels of parental engagement with home learning, including reading, spelling and times table practice, vary and can impact pupils' academic progress.
- Some disadvantaged pupils require additional support to develop confidence, resilience, self-regulation and positive attitudes towards learning.
- A number of disadvantaged pupils experience social, emotional and mental health (SEMH) needs and benefit from targeted nurture provision, pastoral support and interventions to help them access learning successfully.
- Some disadvantaged pupils have limited access to enrichment experiences and wider cultural opportunities outside of school, which can impact aspirations, vocabulary development and cultural capital.

Actions to be Taken and Embedded

- Continue to embed Accelerated Reader from Years 2-6 and introduce Purple Mash Reading to further develop reading fluency, comprehension and reading for pleasure.
- Utilise Purple Mash across the curriculum to support learning in a range of subjects and provide opportunities for pupils and parents to engage with learning at home.
- Maintain the STM expectation that all disadvantaged pupils are identified as frequent readers, ensuring regular reading opportunities and close monitoring of progress.
- Ensure all Pupil Premium pupils have access to daily times table practice and targeted support to develop mathematical fluency and confidence.
- Provide disadvantaged pupils with opportunities to select and receive high-quality texts through the school book fair, promoting a love of reading and increasing access to books at home.
- Use ClassDojo to strengthen communication between home and school, celebrate success and increase parental engagement in learning.
- Continue to utilise My Maths to support homework, retrieval practice and the development of number fluency.
- Deliver parent workshops focused on phonics, reading, writing, mathematics and online safety (including National College resources) to enhance parents' understanding of how to support learning at home.
- Facilitate regular coffee mornings with the SENDCo and Pastoral Manager to strengthen relationships with families and provide guidance and support.

- Offer 'Bring Your Parent to School' sessions to model teaching approaches, curriculum methods and classroom strategies, enabling parents to better support their child's learning.
- Provide targeted nurture groups and pastoral interventions to support pupils' social, emotional and mental health needs.
- Continue to offer targeted enrichment opportunities, including boxing club, to support engagement, wellbeing, resilience and confidence among disadvantaged pupils.
- Prioritise Pupil Premium pupils when allocating places for extracurricular activities and monitor participation to ensure equitable access to the wider curriculum, including sporting, creative and enrichment clubs.
- Fully embed OPAL (Outdoor Play and Learning) and Muddy Puddles provision, ensuring disadvantaged pupils have regular access to high-quality outdoor learning and play experiences that support wellbeing, social development, behaviour and communication skills.
- Monitor attendance rigorously through regular attendance reviews, parent meetings, pastoral support, home visits and early intervention strategies led by the Pastoral Manager.
- Ensure disadvantaged pupils are prioritised for wider enrichment opportunities, educational visits and experiences that enhance cultural capital, aspirations and personal development.

Objectives

Having identified the barriers faced by our disadvantaged pupils through robust analysis of attainment, attendance and wider pastoral data, STM's overarching aim is to ensure that every disadvantaged child is fully supported to achieve their academic, social, emotional and personal potential. Our strategy is focused on removing barriers to success and ensuring equitable access to high-quality teaching, targeted support and wider opportunities.

We aim to raise academic outcomes for all disadvantaged pupils.

- Reduce the attainment gap between disadvantaged and non-disadvantaged pupils, particularly in Reading, Writing and Mathematics (RWM).
- Improve outcomes in writing, which continues to be a key area for development for disadvantaged pupils.
- Increase the proportion of disadvantaged pupils achieving the expected standard in reading and writing.
- Increase the combined RWM attainment percentage at both key stages through high-quality teaching, targeted interventions and rigorous pupil progress monitoring.
- Ensure disadvantaged pupils make strong progress from their starting points, particularly those entering EYFS below age-related expectations.

We aim to ensure disadvantaged pupils are fully supported both in school and at home.

- Strengthen partnerships with parents and carers to support learning, attendance and wellbeing.
- Provide timely academic, pastoral and SEMH support to enable pupils to access learning successfully.

- Develop pupils' confidence, resilience, independence and positive attitudes towards learning.
- Ensure barriers to learning are identified early and appropriate support is put in place swiftly.

We aim to enhance cultural capital and enrichment opportunities.

- Provide disadvantaged pupils with access to a wide range of extracurricular clubs, educational visits and enrichment activities.
- Prioritise disadvantaged pupils for participation in both sporting and non-sporting clubs and monitor engagement levels.
- Increase opportunities for pupils to experience activities beyond the classroom, including theatre visits, music events, outdoor learning, OPAL provision and enrichment experiences that broaden aspirations and life experiences.
- Ensure all disadvantaged pupils can access the wider curriculum and develop the knowledge, skills and cultural capital needed for future success.

We aim to improve attendance and engagement.

- Raise attendance for disadvantaged pupils so that it is at least in line with other vulnerable groups and closer to that of non-disadvantaged pupils.
- Reduce persistent absence through early identification, targeted pastoral support and strong partnerships with families.
- Promote the importance of regular attendance to maximise learning time, progress and achievement.

Through these objectives, STM seeks to ensure that all disadvantaged pupils flourish academically, socially, emotionally and spiritually, enabling them to achieve the best possible outcomes and fully participate in all aspects of school life.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils often enter the Early Years Foundation Stage (EYFS) below age-related expectations, particularly in communication and language, speech and language development, and early literacy skills.
2	The proportion of disadvantaged pupils achieving the expected standard in reading and writing remains below that of their non-disadvantaged peers, with fewer than 50% reaching the expected standard.

3	Writing is the greatest area of need within academic outcomes. Disadvantaged pupils achieve less well in writing than in reading and mathematics, contributing significantly to the overall attainment gap.
4	Some disadvantaged pupils have limited access to enrichment opportunities and wider experiences beyond the classroom, which can impact cultural capital, vocabulary development, aspirations and confidence.
5	Levels of parental engagement in supporting learning at home, including reading, spelling, homework and times table practice, vary among disadvantaged families and can affect pupils' progress and attainment.
6	Attendance for disadvantaged pupils remains below that of non-disadvantaged pupils (94.18% compared to 96.8% in 2025-26), reducing learning time and opportunities to fully access the curriculum and wider school experiences.
7	A number of disadvantaged pupils require additional social, emotional and mental health (SEMH) support, including nurture provision and pastoral interventions, to improve wellbeing, resilience, engagement and readiness to learn.

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 entering EYFS make accelerated progress and achieve a Good Level of Development (GLD).	The attainment gap between disadvantaged and non-disadvantaged pupils is reduced by the end of Reception, with disadvantaged pupils making strong progress from their starting points. An increased proportion of disadvantaged pupils achieve a Good Level of Development, particularly in Communication and Language, Personal, Social and Emotional Development and Literacy. High-quality CPD, Trust support and robust transition arrangements ensure the effective delivery of the EYFS curriculum and assessment processes. Targeted interventions, high-quality continuous provision and adaptive teaching are used to meet identified needs and accelerate progress. Early identification systems, including assessment and provision mapping, enable

	timely support for pupils requiring additional intervention. Progress and attainment of disadvantaged pupils are rigorously monitored through Sonar and pupil progress meetings, ensuring swift action where concerns are identified. The pastoral and inclusion teams work collaboratively to remove barriers to learning and support pupils and families effectively.
Raise attainment and reduce the gap between disadvantaged and non-disadvantaged pupils, with a particular focus on writing and combined Reading, Writing and Mathematics (RWM) outcomes.	The proportion of disadvantaged pupils achieving the expected standard in reading and writing increases from current levels to exceed 50%. The attainment gap between disadvantaged and non-disadvantaged pupils in combined RWM is reduced. Writing outcomes for disadvantaged pupils improve and become more closely aligned with reading and mathematics outcomes. Teachers use assessment information effectively to identify pupils at risk of underachievement and provide timely intervention. Pupil Progress Meetings place a clear focus on disadvantaged pupils' attainment, progress and combined outcomes. Subject leaders and senior leaders regularly monitor the progress of disadvantaged pupils through book scrutiny, lesson observations, moderation activities and data analysis. The quality of teaching continues to improve through evidence-informed CPD linked to the School Development Plan. Pupil Premium provision and interventions are evaluated termly to ensure they are having a sustained impact on pupil outcomes.

Ensure disadvantaged pupils make strong progress from their individual starting points.	Disadvantaged pupils make at least expected progress across reading, writing and mathematics, with increasing numbers making accelerated progress. Teachers use effective Assessment for Learning strategies to identify and address misconceptions swiftly. Interventions are precisely targeted, regularly reviewed and adapted according to need. Class teachers, the SENDCo and the Pupil Premium Lead work collaboratively to monitor attainment, progress and barriers to learning. Staff have a clear understanding of the progress of disadvantaged pupils and take responsibility for addressing emerging needs. Individual barriers to learning are identified early and appropriate support is implemented promptly.
Strengthen parental engagement so that families are better equipped to support learning, wellbeing and attendance.	Increased parental attendance at curriculum workshops, information sessions and coffee mornings. Parents demonstrate greater understanding of age-related expectations and how to support learning at home. Online learning platforms are regularly accessed by disadvantaged pupils and their families to support learning beyond the classroom. Home-school communication through ClassDojo and other engagement opportunities strengthens partnerships with families. "Celebration of Children's work" sessions support parents in understanding teaching approaches and curriculum expectations.

	Parents report increased confidence in supporting reading, writing, mathematics and wider learning at home. SEND and pastoral support services continue to engage families and provide timely support where required.
Broaden experiences and increase cultural capital for disadvantaged pupils.	All disadvantaged pupils have opportunities to participate in enrichment activities throughout the academic year. Participation rates in clubs, sporting activities and wider enrichment opportunities increase for disadvantaged pupils. Disadvantaged pupils access a range of educational visits, performances, visitors and cultural experiences. Targeted pupils regularly participate in extra-curricular clubs, including both sporting and non-sporting activities. OPAL, Muddy Puddles and outdoor learning opportunities are fully embedded and accessed by disadvantaged pupils throughout the year. Pupils demonstrate increased confidence, aspirations, engagement and positive attitudes towards school. Monitoring shows equitable access to enrichment opportunities across all disadvantaged groups.
Improve attendance and readiness to learn for disadvantaged pupils.	Attendance for disadvantaged pupils improves and moves closer to that of non-disadvantaged pupils. Persistent absence among disadvantaged pupils is reduced. Robust monitoring systems enable early identification of attendance concerns and prompt intervention.

	The school works proactively with families through meetings, attendance reviews and home visits where appropriate. Improved attendance results in increased access to learning, intervention programmes and enrichment opportunities. Pupils demonstrate improved engagement, punctuality and readiness to learn.
Support disadvantaged pupils' social, emotional and mental health needs.	Pupils requiring SEMH support access appropriate interventions, including nurture groups, ELSA provision and targeted pastoral support. Trauma-informed approaches and inclusive classroom practice help pupils feel safe, supported and ready to learn. Pupils develop improved self-regulation, resilience, confidence and emotional wellbeing. The school's pastoral team effectively supports families through signposting, referrals and direct intervention. Opportunities such as OPAL, Muddy Puddles, Play Leaders, ELSA Club and structured games promote positive social interaction and emotional wellbeing. Behaviour, engagement and participation data indicate improved outcomes for disadvantaged pupils receiving SEMH support.

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 43,906.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality teaching, adaptive practice and targeted adult-led support in all classrooms. Staff will identify disadvantaged pupils requiring additional challenge or intervention, with a particular focus on reading, writing and combined RWM outcomes.	High-quality teaching is the most effective way to improve outcomes for disadvantaged pupils. The EEF states that ensuring every teacher is supported to improve their practice is the key mechanism for closing the disadvantage gap. Targeted support within quality-first teaching enables pupils to address misconceptions, secure learning and make accelerated progress. This directly supports STM's objective of raising attainment in reading and writing and reducing the 34% combined attainment gap. (EEF Teaching and Learning Toolkit; EEF Guide to the Pupil Premium).	2, 3
Further embed outdoor learning through OPAL and Muddy Puddles, ensuring all staff are confident in delivering high-quality curriculum experiences beyond the classroom.	Outdoor learning can improve engagement, motivation, resilience, self-regulation and wellbeing. These approaches are particularly beneficial for disadvantaged pupils by developing confidence, social skills and readiness to learn whilst providing wider experiences and opportunities to build cultural capital. This supports STM's objective of broadening experiences and enhancing pupil wellbeing. (EEF Outdoor Adventure Learning).	4, 7
Strengthen EYFS provision through robust assessment, targeted planning, communication and language development, and ongoing staff training.	STM data shows that disadvantaged pupils often enter EYFS below age-related expectations, particularly in communication and language. Effective assessment systems and high-quality early years practice support early identification of needs, targeted intervention and accelerated progress. The EEF highlights the significant impact of early language and communication development on later attainment.	1
Early Excellence and Trust support for EYFS, including curriculum development, assessment, moderation and	High-quality professional support strengthens teaching practice, curriculum implementation and assessment accuracy. Effective transition arrangements help sustain progress made in EYFS and ensure pupils are ready for the next stage of learning. This is particularly important for	1, 2

transition into Key Stage 1.	disadvantaged children who begin school below age-related expectations.	
Whole-school phonics training, Phonics Tracker training for KS1 staff and continued implementation of Accelerated Reader.	Evidence shows that systematic synthetic phonics is one of the most effective approaches for developing early reading skills. Consistent phonics teaching, accurate assessment and targeted support help pupils become fluent readers. Accelerated Reader support reading fluency, comprehension and reading for pleasure, contributing to improved attainment in reading and writing. (EEF Improving Literacy Guidance Reports).	1, 2, 3
Targeted professional development for teachers and support staff, including Purple Mash, NPQs, Maths, SEND, EYFS and Trust-wide training.	Effective professional development improves teacher expertise, pedagogy and curriculum delivery. The EEF guidance on Effective Professional Development highlights that sustained, evidence-informed CPD positively impacts pupil outcomes. Developing staff expertise in adaptive teaching, inclusion, SEND and subject pedagogy will support STM's priorities of improving attainment, reducing gaps and meeting the needs of disadvantaged learners.	1, 2, 3, 7
Develop staff expertise in writing through curriculum-focused CPD linked to the School Development Plan and the DfE Writing Framework.	Writing has been identified as the greatest area of need for disadvantaged pupils. High-quality CPD enables teachers to deliver effective writing instruction, improve vocabulary development and strengthen pupils' ability to communicate effectively across the curriculum. This directly supports the school's objective of increasing the proportion of disadvantaged pupils achieving the expected standard in writing and improving combined RWM outcomes.	2, 3
Rigorous monitoring through pupil progress meetings, lesson observations, book scrutiny, moderation activities and data analysis.	Regular monitoring ensures disadvantaged pupils are identified quickly, interventions are evaluated effectively and teaching remains responsive to need. Research highlights the importance of using assessment information to inform teaching and intervention decisions. This approach supports accountability and continuous improvement in outcomes for disadvantaged pupils.	1, 2, 3, 6

Targeted Academic Support - This section outlines how targeted support will accelerate progress, improve attainment in reading, writing and mathematics, strengthen parental engagement, develop pupils' social and emotional wellbeing, and increase access to enrichment opportunities for disadvantaged pupils.

Budgeted Cost: £41,866.57

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue the use of Purple Mash and My Maths to support learning in school and at home. Provide staff CPD to maximise the impact of these platforms.	Digital technology can be an effective tool when used purposefully to support learning and practice. Purple Mash and My Maths provide opportunities for pre-teaching, consolidation, retrieval practice and independent learning beyond the classroom. They also strengthen parental engagement by enabling families to support learning at home. The EEF highlights that effective parental engagement can lead to approximately four months of additional progress. This supports STM's objective of increasing attainment and strengthening home-school learning partnerships.	1, 2, 3, 5
Provide a range of targeted extracurricular, sporting and enrichment opportunities which prioritise disadvantaged pupils, including boxing club, sports clubs, creative clubs and outdoor learning experiences.	Pupil voice and case studies demonstrate that participation in enrichment activities improves confidence, self-esteem, motivation and engagement. EEF research suggests that outdoor adventure learning can positively impact resilience, self-confidence, teamwork and motivation. Prioritising disadvantaged pupils for clubs and wider opportunities supports the development of cultural capital and broadens experiences beyond the classroom.	4, 5, 7
Targeted academic and pastoral interventions delivered according to identified need, monitored and evaluated through EduKey Provision Maps. This includes: • Nurture Groups and ELSA provision • Better Reading Partnership (BRP) • Early Literacy Support (ELS) • IDL Literacy	The EEF Guide to the Pupil Premium identifies targeted academic support as one of the most effective approaches for improving outcomes for disadvantaged pupils. Structured interventions delivered in small groups or one-to-one settings enable pupils to address specific learning gaps and make accelerated progress. At STM, intervention provision is closely monitored, reviewed termly and adapted where necessary to ensure maximum impact. Social and emotional interventions help pupils overcome barriers to learning and improve readiness to learn.	1, 2, 3, 5, 6, 7

Programmes • Reading resources and high-quality texts • Pupil Premium non-negotiables • Daily reading support • Daily arithmetic and times table interventions • Focused booster groups • Phonics keep-up and catch-up programmes		
Provide disadvantaged pupils with access to educational visits, theatre experiences, workshops, visitors and aspirational opportunities.	Research suggests that raising aspirations is most effective when combined with opportunities that broaden pupils' experiences and increase engagement with learning. Educational visits, visitors and enrichment experiences enhance vocabulary, cultural capital and future aspirations. These opportunities support pupils' personal development and ensure disadvantaged children can access experiences that may otherwise be limited outside school.	4, 5

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

Budgeted cost: £800.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted attendance support through rigorous monitoring, attendance meetings, home visits and pastoral intervention. Attendance Officer and Senior Leadership Team work collaboratively with families to identify barriers to attendance and provide timely support, including Early Help referrals where appropriate.	Regular attendance is fundamental to academic achievement, wellbeing and engagement in school life. At STM, disadvantaged pupils' attendance remains below that of their non-disadvantaged peers; therefore, improving attendance continues to be a key priority. Research from the EEF highlights that successful attendance strategies take a tailored approach, seeking to understand and address the individual barriers faced by families. Through close monitoring, attendance meetings, pastoral support, home visits and early intervention, the school aims to improve attendance, reduce persistent absence and ensure	6

	disadvantaged pupils have full access to high-quality teaching, targeted interventions and enrichment opportunities.	
Parent workshops including phonics, reading, writing, maths manipulatives, online safety, use of online learning platforms and other areas identified through parent voice.	Parents play a crucial role in supporting children's learning. The EEF highlights that effective parental engagement can lead to approximately four months of additional progress. Tailoring workshops to meet the needs of families increases participation and enables parents to support learning confidently at home, particularly in reading, writing and mathematics.	2, 3, 5
Coffee mornings, parent forums and parenting groups led by the SENDCo and pastoral support.	Positive partnerships between school and home are essential in addressing barriers to learning. These opportunities create a supportive environment where parents can access advice, share experiences and build relationships with school staff and other families. This collaborative approach strengthens engagement and supports both academic and emotional wellbeing.	5, 7
Targeted family support and one-to-one pastoral intervention for vulnerable families. Support may include signposting to external agencies, Early Help referrals, attendance support, emotional wellbeing strategies and practical guidance.	The EEF's <i>Supporting Parents</i> guidance highlights the importance of schools working closely with families to improve outcomes for children. There is a well-established link between a positive home learning environment and pupil achievement. Providing tailored support for families facing challenges helps remove barriers that may impact attendance, wellbeing and learning.	5, 6, 7
Curriculum evenings, open classroom events and 'Celebration of Work' sessions. These opportunities allow parents to observe learning, understand curriculum expectations and engage directly in classroom activities.	Research demonstrates that parental engagement is most effective when parents have a clear understanding of what their child is learning and how they can support them. Previous feedback from STM parents has shown increased confidence in supporting learning at home following these events. Improved understanding of curriculum expectations strengthens home-school partnerships and supports progress across the curriculum.	2, 3, 5
Pastoral provision, nurture support and wellbeing interventions. This includes access to	Social, emotional and mental health needs can present significant barriers to learning. Evidence indicates that targeted SEMH support improves pupils' emotional wellbeing, readiness to learn,	7

ELSA, nurture groups, social skills groups and targeted SEMH support.	school engagement and academic outcomes. A strong pastoral offer helps disadvantaged pupils feel safe, supported and able to access learning successfully.	
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Total budgeted cost: £ 86,572.57

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 2025 to 2026 academic year.

Teaching – Impact 25-26

Teachers continue to use the attainment and progress tracking overview and have implemented interventions to support accelerated learning to close the gaps. Teachers will use the previous year's overview and compare against current assessment to closely monitor children that are not on track; provisions will be planned, implemented and monitored. Writing continues to be a focus on our school improvement plan and disadvantaged children continue to achieve below expected attainment in writing. Reading has also been identified as a focus with a gap in this year's SATs results compared to the previous year. Disadvantaged children will continue to be supported with booster groups and interventions to raise attainment in writing and Reading, alongside other subjects that have been identified as not meeting expected attainment or progress. Planning will be closely monitored and supported with additional CPD training and resources, leadership support, pupil progress meetings and the use of progression skills along with subject expectations.

This approach continues to be modified and adapted to meet the changing needs of the cohorts and will continue to focus heavily on targeting the Disadvantaged pupils. This is evidenced below –

KS 2 SATs national data summary

Taken from - <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment>

In 2026, 33% of pupils at the end of key stage 2 were considered disadvantaged.

In reading, writing and maths (combined), 49% of disadvantaged pupils met the expected standard in 2026 compared to 70% of other pupils, keeping the gap at 22 percentage points.

In 2026, 4% of disadvantaged pupils met the higher standard in reading, writing and maths (combined), while 11% of other pupils met the higher standard.

Attainment in reading remained stable for both groups, however, there was a slight decrease of 0.5 percentage points for disadvantage pupils. Attainment in maths and writing increased for both groups. Only in reading is attainment at or above levels seen before the pandemic (with an increase of 1 percentage point for disadvantaged pupils, and 3 percentage points for non-disadvantaged pupils since 2019).

The disadvantage gap in 2026 is similar across subjects, ranging from 18 percentage points in reading, 17 percentage points in science, 19 percentage points in writing and grammar, punctuation and spelling to 20 percentage points in maths.

STM - SATS outcomes July 2026

SATS outcomes July 2026 (all pupils) 61

School: St Thomas More

Year 6 cohort – 61

Disadvantaged Pupil - 8

	EXS	GDS	EXS	GDS
Reading	84% - 51	46% - 28	38% - 3	25% - 2
Writing	79% - 48	16% - 9	38% - 3	13% - 1
Maths	85% - 52	46% - 28	75% - 6	13% - 1
GPS	80% - 49	44% - 27	63% - 5	13% 1
RWM	72% - 44	11% - 7	38% - 3	13% - 1

How does STM compare to National?

All pupils =

Expected standard reading,
writing and maths (combined)

63%

up from 62% in 2025

Higher standard reading, writing
and maths (combined)

9%

up from 8% in 2025

Disadvantage gap index

3.22

up from 3.16 in 2025

Expected standard reading

75%

unchanged from 2025

Expected standard writing

73%

up from 72% in 2025

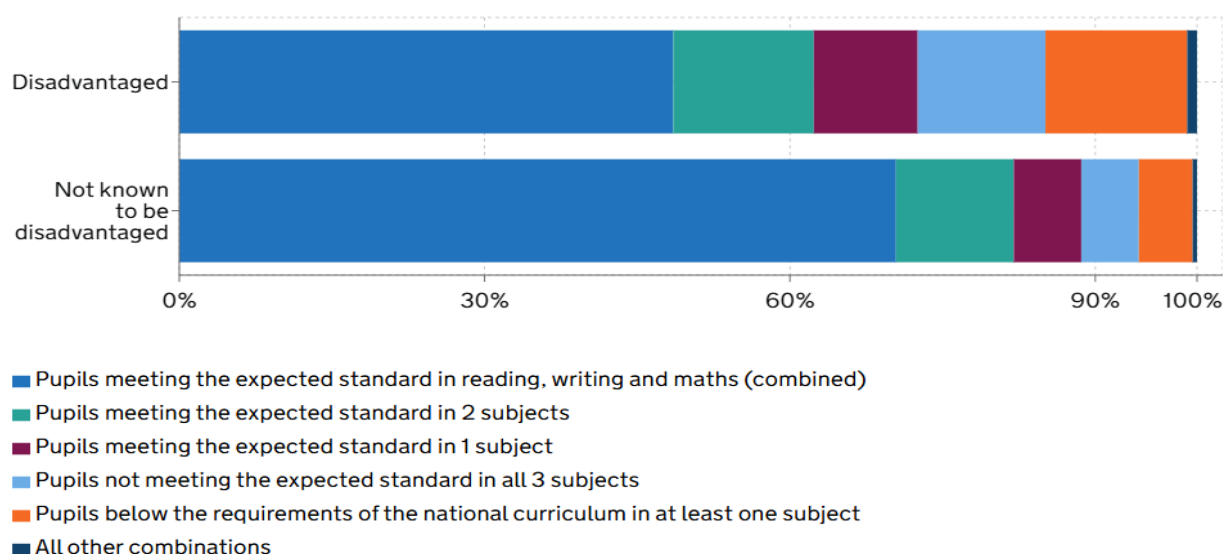
Expected standard maths

75%

up from 74% in 2025

Disadvantaged pupils =

Combinations of meeting the expected standard by summary group and disadvantage status, 2026 (England, all state funded schools)



Pupil Premium Analysis 2026

Pupil Premium (PP) outcomes were below both the overall school outcomes and national outcomes across most measures. However, the disadvantaged cohort consisted of just **8 pupils**, meaning each pupil represents 12.5% of the cohort and therefore has a significant impact on percentages.

Compared to the **whole-school outcomes**, PP pupils achieved lower attainment in Reading (38% vs 84%), Writing (38% vs 79%), Maths (75% vs 85%), GPS (63% vs 80%) and the combined Reading, Writing and Maths measure (38% vs 72%). The most significant gaps are evident in Reading, Writing and the combined measure, highlighting the ongoing challenge of ensuring disadvantaged pupils achieve as highly as their peers.

When compared with **national outcomes for all pupils**, disadvantaged pupils at St Thomas More performed in line with national attainment in Maths (75%) but below national averages in Reading (75%), Writing (73%), GPS (74%) and the combined RWM measure (63%). National 2026 figures show 75% achieved the expected standard in Reading, 73% in Writing, 75% in Maths, 74% in GPS and 63% in the combined measure.

Despite these gaps, leaders have accurately identified barriers to learning and have implemented a range of bespoke academic and pastoral strategies, including targeted interventions, adaptive teaching approaches, curriculum support, attendance monitoring, emotional wellbeing provision and regular pupil progress reviews. These actions are designed to accelerate progress, improve attainment and reduce the gap between disadvantaged and non-disadvantaged pupils. Closing this gap remains a key priority within the school's improvement strategy.

KS 1 – Disadvantaged Combined Data

	Total pupils	Pupils with assessments	Attainment
% Expected standard+ (Re, Wr, Ma)	6	6	50%

KS1 RWM Summary (Expected Standard+)

The KS1 cohort consisted of **6 pupils**, all of whom were assessed. **50% of pupils (3 out of 6)** achieved the expected standard or above in **Reading, Writing and Mathematics combined**. Given the very small cohort size, each pupil represents approximately **17%** of the overall outcome, meaning individual pupil performance has a significant impact on percentages. Leaders will continue to monitor attainment closely and provide targeted support to ensure pupils make strong progress and are well prepared for the next stage of their education.

Non-negotiables and targeted interventions continue to support Pupil Premium children to close the gaps, raise attainment and make expected or accelerated progress. All teachers have taken responsibility for tracking the children's attainment and progress using target tracker, the Pupil Premium overview and Edukey. This whole school approach has had a positive impact on the children's attainment and progress. Interventions are targeted within the lessons and adaptive teaching is embedded. This will continue in 26-27.

Teachers at STM school have worked with small groups of Pupil Premium children to support their attainment and academic progress through additional tutoring sessions. Formative and summative assessment has informed the teacher of next steps and this information was disseminated to support further in class. Impact of these boosters was recorded using Edukey to monitor the effectiveness of the programme. The impact showing children reaching expected standard by the end of the year increased.

CPD for SEND and adaptive teaching has been positive and teacher and LSAs have developed their practice and implementing varied adaptive teaching approaches to support all learners. This is evident within the weekly plans and lesson observations.

Targeted academic support – Impact 25-26

My Maths and Purple Mash has continued to be used for homework, booster groups and to support pre and post teaching has been positively received by parents and teachers. Workshops and bring your parent to sessions conducted in school have supported parents with their knowledge and understanding of how subjects are taught in their child's year group. A survey was completed with positive feedback.

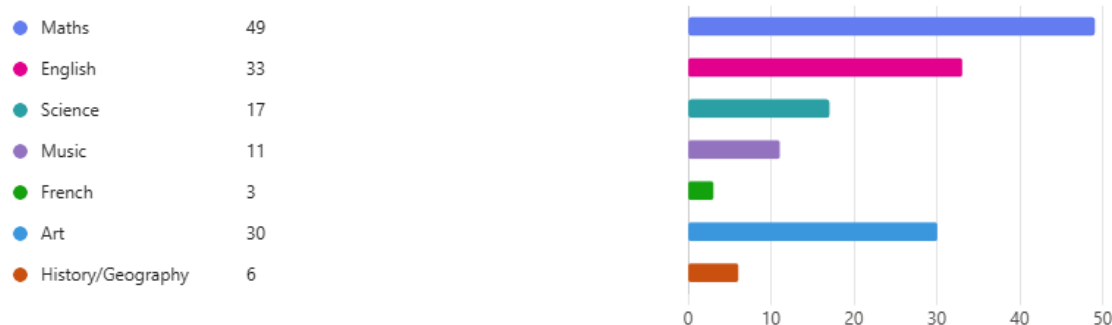
Responses from the maths workshop and bring your parent to maths:

What did you learn/observe that you will be able to use when supporting your child with maths at home?

"I found the maths workshop incredibly useful. It showed me how visual tools and hands-on materials—like egg cartons—can make abstract concepts more understandable. I now know how Logan is learning maths at school and can support him better at home using similar strategies. The session also highlighted how important it is to make maths fun and engaging, and how simple household items can be used to reinforce learning."

Purple Mash continues to support staff with the teaching of core subjects and children feel confident to access the site at home to support their home learning. Year 4 continue to use Purple Mash in their maths booster club which supports the times tables test and fluency in maths.

Purple Mash is used by parents and children at home to support home learning and teachers use it to set homework tasks. A parent survey revealed that parents and children choose to access Purple Mash at home to support their learning in other subjects - not just computing. (June 2026)



As a school, we will continue to promote the use of Purple Mash as an educational resource for parents and children to access at home.

Nurture groups continue to target children struggling with SEMH, (Social, Emotional and Mental Health). This supported them academically because they had the emotional support to learn in a safe and stable environment. Boxing club has had a positive impact on their mental agility and 100% of the children said they enjoyed the activity that is offered to them before they start lessons. A survey conducted stated that children felt *'confident, more resilient and gave them the opportunity to make new friends in other year groups.'*

Children have had a range of clubs offered to them this year. These consisted of sports and creative clubs. Clubs were offered throughout the year to each key stage to nurture other talents and passions. A higher number of Pupil Premium children were targeted to access and take part in clubs and activities outside of the classroom. Children engaged in sports that they would not have necessarily participated in previously. One non-negotiable states – all Pupil Premium children are to be offered a club place first. With the addition of Strive PE (specialist teacher) pupils have accessed a range of clubs and represented the school at inter school events.

There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.

It is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.

There is a small positive impact of physical activity on academic attainment.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity>



Pupil Premium pupils engage strongly in extracurricular provision, with 59.18% attending a school club compared to 49.6% of non-Pupil Premium pupils. This demonstrates that the school's targeted approach to removing barriers to participation is having a positive impact, ensuring disadvantaged pupils can access a wide range of enrichment opportunities beyond the classroom.

The higher participation rates for Pupil Premium pupils reflect the school's commitment to promoting equity and inclusion through subsidised places, targeted encouragement and pastoral support. Access to extracurricular activities helps to enhance pupils' cultural capital, confidence, wellbeing and sense of belonging, supporting both their personal development and wider school engagement. This strong uptake indicates that Pupil Premium funding is being used effectively to increase access to enrichment opportunities for disadvantaged pupils.

Wider Strategy – Impact 24-25

The Importance of Parental Involvement in Education - Involving parents is crucial to a child's development and to building trust and effective communication between parents and teachers. One successful strategy has been the use of questionnaires that invite parents to share information about their child before parents' evening and during key transition periods. These tools have supported meaningful dialogue between home and school, allowing both parties to identify strengths, areas for development, successes, and concerns.

This collaborative approach ensures that the child receives consistent support both at school and at home. Ultimately, our goal is to empower parents and create a partnership that enables every child to thrive and succeed.

Bring your parent to... sessions have continued and all subjects have been covered. The bring your parent to sessions have successfully engaged parents, enabling them to know how we teach certain skills and knowledge and children have been confident to show their learning alongside their parents in lessons. In addition to this, curriculum evenings and parents' evenings have been held

face to face in school. ClassDojo continue to be used in class to keep communications open between parents and the school.

Our SENCo/Pupil Premium coffee mornings are specifically designed to encourage an open forum so parents can receive support from each other as well as the school; this has helped to build good relationships. This relationship between parent and school is vital and has led to parents feeling more confident to talk to our pastoral manager and teachers should they feel a need to.

We have continued to offer a number of parent workshops to support parents working at home with their children. These include - Phonics, early reading, reading, My Maths, maths fluency and resources, SPaG, and writing skills. These will continue to run and more workshops offered to parents.

Our senior leadership team (SLT), along with our in-school attendance officer, has supported school attendance by supporting families with drop ins and home visits to help transport children to school. Our SLT continues to work closely with families and offers further support with Early Help intervention. This continues to be a barrier to learning and will remain a focus moving forward.

Externally provided programmes – N/A

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

Programme	Provider

Service pupil premium funding - N/A

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	