

Pupil premium strategy statement – St. Thomas of Canterbury Catholic Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	10.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	L. Rawlinson
Pupil premium lead	L. Rawlinson
Governor / Trustee lead	K. Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,548
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£33,548

Part A: Pupil premium strategy plan

Statement of intent

"Growing Together in God's Love"

Our curriculum aims to develop ALL children in our care to be the person they are called to be whilst understanding and appreciating that God made us all unique with our own skills and talents.

Through our carefully planned and bespoke curriculum, children will 'grow' in knowledge, confidence and independence with the skills required for their next stage in learning.

Our curriculum follows the National Curriculum for England across Key Stage 1 and 2 and has been designed to fully embed our school Mission whilst all the time keeping Christ at the centre of all we do.

The acronym 'GROWTH' has been used to ensure Gospel Values are at the core of every subject.

G - Gospel Values help us grow in God's Love

R - Resilience to overcome challenge

O - Opportunity to shine

W - Wonder and Awe

T - Time to talk and collaborate

H - Holistic and inclusive

Through our curriculum we intend to:

- Teach every child to read
- Progressively develop the essential skills, knowledge and understanding in maths and problem solving
- Encourage and teach the children to grow in knowledge and curiosity about the world around them
- Foster within the children the importance of healthy lifestyles
- Inspire children to be curious, ask questions and find answers and become life-long learners
- Deliver a sequenced and engaging programme of learning in the foundation subjects: Science, History and Geography, rich in vocabulary and progressive in skills
- Nurture a love of the arts in all its forms (music, dance, drama, art and design)

Our curriculum offer has been carefully designed in such a way to help the children

grow to be the person they are called to be and know they are loved and cared for in a safe and inclusive environment.

As we are situated in a suburb of St. Helens, our school population is predominately of White British origin and great importance is placed on ensuring our children respect other cultures, faiths, beliefs and lifestyles so they know they have the skills, understanding and knowledge to contribute positively to the world in which they live both now and in the future.

By keeping Christ at the centre of all we do, children learn that they are loved and cared for at all times.

Great emphasis is placed on teaching children the importance of living a healthy lifestyle, both physically and mentally.

We encourage all children to be physically active.

We actively teach the importance of mental health.

The funding from pupil premium will be targeted at ensuring children make accelerated progress and aim to reach age related expectations.

Effective pupil premium provision will include:

- ✚ Supporting the social, emotional and mental well being of all children
- ✚ Providing specialist pastoral support
- ✚ Carefully targeted programmes of work in small groups or 1:1
- ✚ Support for children to learn with their peers in class
- ✚ Ensuring interventions are regularly monitored and the children's progress is assessed to inform future planning
- ✚ Providing support where necessary to families by signposting and making resources available to parents of pupil premium children
- ✚ Providing a wide range of exciting and stimulating opportunities for the children regardless of their age or stage
- ✚ Making use of the latest evidence based research and strategies which will work to narrow the attainment gaps and adapt these as necessary to meet the needs of the pupils
- ✚ Using resources to enable the pupils to know how to keep themselves safe
- ✚ Ensuring pupils have necessary equipment and manipulatives to enhance their learning experiences

Challenges

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

Challenge number	Detail of challenge
1	<p>Low levels of vocabulary and language skills on entry</p> <p>Under-developed skills in oracy and use of language/vocabulary is more evident in our disadvantaged pupils compared with their peers. This will ultimately hinder their skills in reading for learning and for enjoyment, writing and in communicating effectively.</p>
2	<p>Social, emotional and mental wellbeing (including self-regulation)</p> <p>SEMH is a recognised barrier to the majority of our disadvantaged pupils. Behaviours of pupils are indicative of a lack of emotional resilience, self-regulation and lack of empathy for others. Challenges in relation to emotional health and well-being remain significantly high for both pupils and their families.</p> <p>Many families in receipt of early help and have been signposted to other agencies such as ADDvanced Solutions.</p>
3	<p>High percentage of pupil premium children are also recognised as having SEND needs</p>
4	<p>School providing basic needs including uniform and breakfasts/snacks</p> <p>This is mainly due to the rising cost of living with children often coming to school feeling hungry. The cost of living and lack of financial support for families means that many children require support to attend trips, clubs and enhancement activities</p>
5	<p>Skills in speaking and listening (attentiveness)</p> <p>Pupils require support in holding a 'back and to' conversation for a given length of time.</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
<p>Challenge 1: Low levels of vocabulary and language skills on entry</p> <p><i>To improve language skills and vocabulary among disadvantaged pupils</i></p>	<p>Children to be taught subject specific vocabulary and children able to use new vocabulary in context with understanding in spoken language and in writing</p>
<p>Challenge 2: Social, emotional and mental wellbeing (including self-regulation)</p> <p><i>To improve social, emotional and mental wellbeing for all pupils, in particular our disadvantaged pupils</i></p>	<p>Children can recognise own emotions and know how to respond to emotion (PATHS programme)</p> <p>All pupil premium children and their families will be fully supported with their mental health, well-being and basic needs will be</p>

	catered for. Children will feel safe and looked after, they are fed and are fully equipped to meet the challenges of school life.
<p>Challenge 3: High percentage of pupil premium children are also recognised as having SEND needs</p> <p><i>Regular monitoring and tracking of attainment and progress for pupil premium children who are also recognised as having SEND needs</i></p>	<p>Graduated response or IPP to be in place for all pupil premium children who also have recognised SEND. Appropriate progress for pupil premium children with SEND as evidenced through internal tracking, examination of pupil's work and pupil progress meetings with class teachers.</p>
<p>Challenge 4: School providing basic needs including uniform and breakfasts/snacks</p> <p><i>Regular wellbeing checks with vulnerable pupils who may need food and other basic supplies</i></p>	<p>Children given all they need to have a successful day in school with regular well-being checks</p>
<p>Challenge 5: Skills in speaking and listening (attentiveness)</p> <p><i>To improve attention of children and improve concentration and listening skills Oracy skills</i></p> <p><i>To improve use of standard English</i></p>	<p>Skills in speaking and listening (attentiveness)</p> <p>Pupils to be given time and support in holding a 'back and to' conversation for a given length of time.</p> <p>Various strategies employed (Sensory diet/mile a day etc) to help children with attention deficit to increase concentration levels and improve listening skills.</p> <p>Assessments and observations indicate significantly improved oral language and subject-specific vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including conversations with peers and adults, engagement in lessons, book scrutiny and ongoing formative assessment.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 21,472

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality first teaching</p> <p>Effective monitoring and evaluation schedule</p> <p>Effective use of teaching assistants</p>	<p>EEF research suggests that a positive impact across phases and for all pupils when quality first teaching is delivered consistently</p> <p>EEF publishes new guidance on professional development EEF</p> <p>DfE https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<p><i>Daily readers and interventions for reading</i></p>	<p>Phonics EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<p><i>Parental workshops for reading, phonics and maths</i></p>	<p>Phonics EEF</p> <p>https://www.gov.uk/government/collections/curriculum-research-reviews</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p><i>Parents forum</i></p>	<p>DfE</p> <p>https://www.gov.uk/government/collections/curriculum-research-reviews</p>	

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

Budgeted cost: £ 6,709

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one support for reading and spelling	https://www.gov.uk/government/collections/curriculum-research-reviews https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Small group work for reading and spelling	https://www.gov.uk/government/collections/curriculum-research-reviews	
Targeted 'booster' sessions for most vulnerable in reading and maths	https://www.gov.uk/government/collections/curriculum-research-reviews https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	

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

Budgeted cost: £ 5,367

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral lead timetable adapted to ensure priority is given to children who are most vulnerable		
Increased engagement with families to support with attendance and punctuality	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
PSHE themed assemblies to help children keep themselves safe		

Total budgeted cost: £33,548

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2023 - 2024

<i>Year group</i>	<i>Number of pupils in receipt of PP</i>	<i>gender</i>	<i>Attainment</i>
<i>Reception</i>	<i>1</i>	<i>B</i>	<i>Achieved GLD</i>
<i>Year 1</i>	<i>2</i>	<i>2 x G</i>	<i>Both passed PSC At ARE</i>
<i>Year 2</i>	<i>4</i>	<i>3 x B 1 x G</i>	<i>1 boy at ARE 2 boys below ARE 1 Girl at ARE</i>
<i>Year 3</i>	<i>4</i>	<i>3 x B 1 x G</i>	<i>2 boys at ARE 1 boy below ARE 1 girl at ARE</i>
<i>Year 4</i>	<i>2</i>	<i>2 x B</i>	<i>1 boy at ARE 1 boy below ARE</i>
<i>Year 5</i>	<i>4</i>	<i>2 x B 2 x G</i>	<i>1 boy at ARE 1boy below ARE 1 girl at ARE 1 girl below ARE</i>
<i>Year 6</i>	<i>4</i>	<i>1 x B 3 x G</i>	<i>1 boy sig. below ARE 3 girls at ARE</i>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Ruth Miskin Read Write Inc	Ruth Miskin