

St. Thomas of Canterbury Church of England Primary School - Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium) funding for the **2025 to 2026** academic year 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	512
Proportion (%) of pupil premium eligible pupils	23.6 % (121 pupils)
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)	2023 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	The Governing Body
Pupil premium lead	Mrs Chloe Moran (SENCo)
Governor / Trustee lead	Mr Dean Moran (Headteacher)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,590.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£160,590.00
<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>	

Part A: Pupil Premium Strategy Plan

Statement of Intent

At St Thomas of Canterbury Church of England Primary School, pupil premium funding sets the achievements of children from disadvantaged backgrounds as a priority within our school. We strive to close the attainment gap between disadvantaged pupils and their peers. This is an important gain for these pupils as often they are more likely to be working at a lower attainment than other children and this can impact on their long term goals.

St Thomas of Canterbury Church of England Primary School aims to encourage each child to reach their full potential. Part of our mission is to provide a well-balanced curriculum which will lay the foundations for developing lively, enquiring minds whilst encouraging responsible attitudes to independent learning and meeting individual needs. The targeted and strategic use of Pupil Premium Grant Funding will support us in achieving our aims and vision. We believe that all staff have responsibility for the outcomes of all children including those who are disadvantaged.

Pupil premium children are not all alike and as a school we ensure that we don't categorise pupils, by labelling them disadvantaged, but treating every child as an individual who has the potential to succeed and attain highly. We recognise that all children are individuals with their own strengths and weaknesses, gifts and talents. We value the individuality of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. This is embodied within our Christian distinctiveness and mission statement – “*Let all that you do be done in love.*” 1 *Corinthians 16:14*

Our Pupil Premium Strategy works towards a three tiered approach that balances approaches to improve *quality first teaching, targeted academic support and wider strategies*. We also recognise that less is more; selecting a small number of priorities and giving them the best chance to succeed while ensuring that pupil premium is at the heart of a whole school effort, with all staff understanding the strategy and their role within it. Staff embrace research and training to identify the best possible interventions and support to ensure pupils thrive and to target closing the gap.

At St. Thomas of Canterbury Church of England Primary School, our intention for disadvantaged pupils is to ensure that all children receive a high-quality and ambitious education regardless of need. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive, confident, successful life-long learners with high aspirations, who know how to make a positive contribution to their community and wider society.

It is our intent that educational inclusion is about equal opportunities for all learners. Our Pupil Premium Strategy Statement aims to detail information to all stakeholders on how Pupil Premium Grant funding is being used within St Thomas of Canterbury Church of England Primary School. The Governing Body reserves the right to allocate the Pupil Premium Grant funding to support any pupils or groups of pupils the school has legitimately identified as being socially and emotionally disadvantaged.

Challenges

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

Challenge number	Detail of challenge
Whole School:	
1	Staff awareness of pupil premium pupils and strategies for success when compared to non-disadvantaged.
2	Lower levels of attendance for our disadvantaged children. Attendance of pupil premium pupils is below that of non-pupil premium pupils.
3	Parental Engagement. Limited parental engagement in school and learning resulting in reduced support with work at home, a lack of readiness for school and, for some, reduced ambition.
4	Emotional Regulation. Children are requiring additional support for their health and well-being and social and emotional skills.
EYFS/KS1:	
1	Poor academic achievement of disadvantaged pupils compared to non-disadvantaged pupils in core areas including phonics. Data from ongoing and end of year assessments shows the slower than expected progress and attainment of these learners.
2	Poor oral spoken language skills and vocabulary. This is evident when speaking with the children and when they discuss their work and learning within the classroom. The language gap is therefore having an impact on general progress and comprehension.
3	Low levels of disadvantaged pupils meeting EXS and GDS at the end of KS1. Data from ongoing and end of year assessments reflects the low levels of attainment and progress for these learners.
KS2:	
1	Poor academic achievement of disadvantaged pupils compared to non-disadvantaged pupils in core areas. Data from ongoing and end of year assessments shows the slower than expected progress and attainment of these learners.
2	Lack of fluency in literacy and numeracy.
3	Low levels of quality presentation in books and homework completion for pupil premium pupils.

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>Improved and sustained attendance for our disadvantaged pupils.</p> <p>To improve attendance and punctuality of our disadvantaged pupils, bringing them in line with National expectations as well as compared to our non-disadvantaged pupils across the school.</p>	<p>Sustained and improved attendance levels for our disadvantaged pupils. The gap between our disadvantaged and non-disadvantaged pupils is significantly reduced and sustained.</p> <p>Attendance will be in line with national non-disadvantaged pupils at 95.6%.</p> <p>Headteacher and SENCo, working in conjunction with School Attendance Officer and our school assigned Attendance Specialist Team, to track pupil's attendance when below National expectation.</p> <p>Concerns around attendance tracked to ensure improvement, including contacting parents/carers regarding attendance and punctuality. School Attendance Officer to work directly with families.</p> <p>Follow up on absence and lateness with pupils to identify barriers and reasons for absence.</p> <p>Reinforce attendance and punctuality expectations continually, including highlighting the importance of attendance and its impact on attainment.</p> <p>Review attendance data regularly to share data, identify issues, intervene early and help set targets.</p> <p>Consider the individual needs and vulnerabilities of pupils.</p> <p><i>For the academic year 2025-26, we are supported in this role by Aquinas School Attendance Provisions. Aquinas will monitor attendance and punctuality alongside school. Aquinas will contact and meet with parents/carers where attendance concerns arise.</i></p>

<p>Ready to Learn: Pupil Premium learners are punctual, equipped and ready for school.</p>	<p>Equipment, such as stationery is provided to PP learners where needed. Teaching staff are quick to liaise with PP lead to ensure that any lack of equipment is quickly resolved.</p>
<p>To achieve and sustain improved parental engagement for our disadvantaged pupils.</p>	<p>A significant increase in the number of parents attending Parent's Evening, class teacher consultation opportunities and school events to support the progress, attainment and well-being of their children. Class teachers reporting that parents are accessing support and meetings related to their child/ren.</p>
<p>Provide personalised, targeted pastoral support for individual disadvantaged pupils to support their emotional well-being in order for them to be happy, secure and fully engaged in school (and where needed out of school).</p> <p>To improve and sustain the emotional health and well-being of our disadvantaged pupils and to see an improvement in their emotional regulation.</p> <p>To mitigate the effects of poor emotional regulation on pupil progress and ability to access the teaching and learning opportunities in school.</p>	<p>Children will be identified based upon SEMH needs and possible external agencies support e.g. Kids Inspire. Therapeutic intervention (Kids Inspire) will be facilitated to promote self-resilience, greater self-awareness and relationship building to empower more positive life choices. Referrals will result in active support or therapy for identified children. Specific social and emotional support for identified disadvantaged individuals and their families. Children will be engaging with the Colour Monster, Incredible 5 Point Scale and Zones of Regulation approach in order to better self-regulate their emotions independently. The Boxall Profile will be used to look at the level of skills available to the children to enable access to learning. To support children and their families with social and emotional well-being. Six Core Strengths Assessment and Curriculum will work in conjunction with the Boxall Profile to help support attachment, engagement and regulation in order to enable children to be ready to access learning.</p>

	<p>Sustained high levels of emotional health and wellbeing from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher/support staff observations and feedback • a significant reduction in emotional outbursts with an ability of the children to self-regulate. • Disadvantaged pupils spend less time out of the classroom as a result of their emotional health and well-being <p>SENCo will support families across the whole school – liaison, sign-posting to services etc.</p> <p>SENCo to support children and their families with social and emotional well-being.</p> <p>Children will be able to access extra-curricular opportunities to reduce anxiety levels, develop self-esteem and confidence and to facilitate social interaction and communication. Support for both adults and children.</p>
<p>To narrow the gap between disadvantaged and non-disadvantaged outcomes as well as bring outcomes of disadvantaged pupils in line with National expectations.</p> <p>Raising % of pupils achieving Expected Standard and Higher Standard in Reading, Writing and Maths by the end of KS1.</p>	<p>End of KS1 teacher assessments during the summer of 2026 show that attainment in the core subjects among disadvantaged pupils has significantly improved. Tracking shows that the achievement gap has been significantly reduced between non-disadvantaged and disadvantaged pupils.</p> <p>Gap between disadvantaged and non-disadvantaged pupils will be diminished. Observations, work scrutiny and ongoing assessments indicate improved attainment in the core subjects among disadvantaged pupils.</p> <p>All disadvantaged pupils will have access to high level Quality First Teaching. Targeted teaching and learning will enable at least age related progress, with a greater proportion of pupils making accelerated progress.</p> <p>Disadvantaged pupils achieve at least in line with national.</p> <p>Rigorous assessment procedures in place to identify any needs for intervention. Pupil progress and attainment monitored and tracked, outcomes used to guide next-steps</p>

	<p>in pupils' learning. Tracking shows that the achievement gap has been significantly reduced.</p> <p>Interventions and catch-up programmes in place to support the needs of all pupils including those identified as disadvantaged.</p> <p>Pupil voice shows increased confidence and enjoyment in mathematics and English.</p> <p>Resources support pupils learning.</p> <p>Staff CPD links directly to needs of pupils and school priorities for development.</p>
<p>Improved phonological awareness and reading attainment for disadvantaged pupils across the school.</p> <p>To improve pupil's standards in Phonics by the end of Year 2 which will then improve pupils' ability and accuracy in decoding, fluency and reading skills, as well as improve vocabulary and comprehension skills of all pupils.</p> <p>To improve pupil's standards in Phonics in Lower KS2 which will then improve pupils' ability and accuracy in decoding, fluency and reading skills, as well as improve vocabulary and comprehension skills of all pupils. <i>Links to SDP Priority 2025-26.</i></p>	<p>Assessments and observations indicate significantly improved phonological knowledge among disadvantaged pupils.</p> <p>Disadvantaged pupils achieve expected standard in Year 1 Phonics Check at the end of Year 1.</p> <p>At the end of KS1, children will be reading phonetically decodable books with fluency, applying skills to decode quickly and accurately.</p> <p>At the end of Year 4, children will be reading phonetically with fluency, applying skills to decode quickly and accurately. Phonic knowledge will be evident in good spelling.</p> <p>The teaching of phonics through Essential Letters and Sounds (ELS) is explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. There will be a consistent approach across the whole school.</p> <p>The teaching of phonics is matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter and sounds and patterns (graphemes).</p> <p>Pupil progress and attainment in phonics monitored and tracked; outcomes used to guide next-steps in pupils' learning.</p>

	<p>Resources purchased to enhance Quality First Teaching of phonics.</p> <p>Staff CPD links directly to needs of pupils and school priorities for phonic teaching development.</p> <p>We are encouraging 'reading for pleasure' across the Early Years Foundation Stage, KS1 and KS2.</p>
<p>Improved oral spoken language skills and vocabulary among all pupils and particularly disadvantaged pupils from EYFS to Year 2.</p>	<p>Assessments and observations indicate significantly improved oral/spoken language and vocabulary comprehension across the school and particularly among disadvantaged pupils. This is evident when compared with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessments/end of year/key stage tracking.</p> <p>Spoken language skills enable a good level of communication when speaking with adults and other children in school.</p> <p>A wider vocabulary is known and used when speaking.</p>
<p>Progress in Maths and English; Disadvantaged pupils achieving at least in line with, or above national progress measures in maths and English at KS2.</p>	<p>Gap between disadvantaged and non-disadvantaged pupils is 0.0.</p> <p>Disadvantaged achieve at least in line with national.</p> <p>Rigorous testing process in place to identify any needs for intervention.</p> <p>Effective use of challenges in maths lessons.</p> <p>Pupil voice shows increased confidence and enjoyment in mathematics and English.</p>
<p>To reduce the impact of social and emotional experience of home life on attainment and well-being of the child through increased enrichment opportunities.</p>	<p>100% of children accessing enrichment activities and trips to aid real life experiences termly.</p> <p>Children will be able to access before and after school extra-curricular opportunities to reduce anxiety levels, develop self-esteem and confidence and to facilitate social interaction and communication.</p>

	<p>Uniformed organisations will be available for PP children.</p> <p>Reduced monetary concerns on pupil premium parents/carers by providing financial support for extra-curricular and residential enrichment opportunities - subsidised access to residential educational visits (Upper School), sports/music enrichment and swimming.</p> <p>Reduced anxiety for child and family enabling children to be in a better place /mind-set to access the teaching and learning opportunities on offer.</p>
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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: **£67,287.21**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure quality teaching and learning across the school to be at least good.	“Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” <i>(Sutton Trust)</i>	1, 2, 3, 4, 5
Quality CPD for all staff members through the LA and other agencies to support the academically able disadvantaged pupils.	A report commissioned for the Social Mobility and Child Poverty Commission, (Progress made by high-attaining children from disadvantaged backgrounds) found “high-achieving children from the most deprived families perform worse than lower-achieving students from the least deprived families by Key Stage 4.” and therefore they must be supported in the primary ages to overcome this.	1, 2, 3, 4, 5

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

Budgeted cost: **£73,861.79**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 and small group intervention programs with lead LSA, pupils identified and monitored by PP Lead and DHT.</p>	<p>1:1 tuition - short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. (+5 months gain EEF) EEF Teaching and Learning Toolkit: one to one tuition (30th August 2018)</p> <p>Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: **£19,441.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All year groups provide family learning opportunities to empower parents/carers with the skills and confidence to support their child's learning and development.</p>	<p>A study by Professor Charles Deforges for the DfE found that the most important finding is that parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups.</p>	<p>1, 2, 3, 4, 5</p>
<p>Attendance team (School Office) working alongside Aquinas School Attendance</p> <p>Provisions to monitor and support pupil premium families to improve attendance, punctuality and readiness to learn including persistent absentees.</p>	<p>EEF states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4. Pupils with no absence are 1.6 times more likely to achieve age related expectation (ARE) or above, and 4.7 times more likely to achieve greater depth (GD) or above, than pupils that missed 15-20 percent of all sessions.</p>	<p>1, 5</p>
<p>Specific social and emotional support for</p>	<p>Social and emotional interventions have an identifiable and valued impact on attitudes to learning and social relationships in school. They</p>	<p>1, 2, 3, 5</p>

identified disadvantaged pupils and their families.	have an average overall impact of four months additional progress on attainment.	
Whole staff training on challenging behaviour management and emotional regulation with the aim of developing emotional regulation and overall well-being.	<p>There is evidence that children's skills can be improved purposefully through school-based Social and Emotional Learning (SEL) programmes, and that these impacts can persist over time. Numerous large evidence reviews indicate that, when well implemented, SEL can have positive impacts on a range of outcomes, including:</p> <ul style="list-style-type: none"> • Improved social and emotional skills; • Improved academic performance (see Figure 1); • Improved attitudes, behaviour and relationships with peers; • Reduced emotional distress (depression, anxiety, stress and social withdrawal); <p>EEF – Improving Social and Emotional Learning in Primary Schools</p>	3
<p>Tailored communication for parents/carers of disadvantaged pupils to specifically invite them into school for meetings, workshops etc</p> <p>Providing individualised and more sustained support to parents/carers of disadvantaged pupils - in-school sessions to model how to support at home.</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 2, 4, 5
<p>Partnership Agreement with Kids Inspire.</p> <p>Kids Inspire provide emotional well-being, mental health and trauma recovery support for children, young people and their families. This is targeted therapeutic intervention.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p>	3

	Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. EEF- Social and emotional learning	
Contingency for school uniform, school trips as the need arises for disadvantaged children.	In our experience, it is important to withhold a small amount of the funding which can be accessed quickly when the need arises.	All areas
To embed the principles of good practice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE's Improving School Attendance Advice.	6

Total budgeted cost: £67,287.21 + £73,861.79 + £19,441.00 = **£160,590.00**

Part B: Review of outcomes in the previous academic year (2024-25)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

PPG KS2 Data Progress 2024 - 2025

Steps made across the academic year 2024-2025			
Year Group		6	
Number of Pupils		19	
Subject	All (78)	Non-PPG	PPG
Reading	6.6	6.3	7.6
Writing	6.9	6.4	8.3
Maths	6.3	6.0	7.1

Steps made across the academic year 2024-2025

Steps made across the academic year 2024-2025			
Year Group		5	
Number of Pupils		13	
Subject	All (75)	Non-PPG	PPG
Reading	5.7	5.7	5.8
Writing	5.6	5.8	4.7
Maths	5.9	5.9	6.2

Steps made across the academic year 2024-2025

Steps made across the academic year 2024-2025			
Year Group		4	
Number of Pupils		15	
Subject	All (77)	Non-PPG	PPG
Reading	6.3	6.5	5.5
Writing	6.3	6.6	5.4
Maths	6.5	6.8	5.2

Steps made across the academic year 2024-2025

Steps made across the academic year 2024-2025			
Year Group		3	
Number of Pupils		15	
Subject	All (76)	Non-PPG	PPG
Reading	5.7	5.9	4.8
Writing	5.7	6.1	4.2
Maths	5.8	5.9	5.1

Age related expectation is 6.0 steps progress across the academic year.

PPG KS1/EYFS Data Progress 2024 - 2025

Steps made across the academic year 2024-2025			
Year Group		2	
Number of Pupils		19	
Subject	All (75)	Non-PPG	PPG
Reading	6.0	6.1	5.6
Writing	5.9	6.2	4.9
Maths	6.2	6.4	5.6

Steps made across the academic year 2024-2025			
Year Group		1	
Number of Pupils		15	
Subject	All (73)	Non-PPG	PPG
Reading	6.0	5.8	6.9
Writing	5.9	5.8	5.9
Maths	6.1	5.9	6.8

Steps made across the academic year 2024-2025			
Year Group		EYFS - Reception	
Number of Pupils		14	
Subject	All (63)	Non-PPG	PPG
Reading	6.0	6.1	5.6
Writing	5.9	5.9	5.8
Maths	6.1	6.2	5.5

Age related expectation is 6.0 steps progress across the academic year.

Where data shows that disadvantaged pupils were working below their non-disadvantaged peers, books showed clear progress and the children were more settled and confident within their approach. They displayed increased independence when working, relying less on close adult support and encouragement. This was noted across all year groups within the school.

Children's emotional regulation remained an on-going concern with a number of children requiring time out of the classroom and/or additional time to reflect on their reactions and feelings. This in turn has impacted on progress and attainment.

Gaps in learning were identified quickly and addressed within the classroom. There was an increased consistency in provision and interventions.

Year 1 Phonics Screening Check	
2023	68%
2024	65%
2025	84% <i>Target : 79%</i>
2026	<i>Target: 84%</i>

Attendance Data 2024 – 2025

School	
National Attendance Expectation 2024-25:	96 %
Whole School Attendance 2024-25:	94.5 %
School Disadvantaged Attendance 2024-25:	89.21 %
School Non-Disadvantaged Attendance 2024-25:	95.5 %

Outcomes 2024 - 2025

We made a total of **16 referrals for assessment to Kids Inspire**. 10 pupils received an individual package of therapeutic intervention for the named child and their families. Therapy sessions were either 6- 8- 10- or 12-week programmes of support. For 2 of these pupils, sessions were extended to a 20-week programme of support. For 4 pupils, parents/carers were signposted to alternate agencies for support. For 2 pupils, parents/carers failed to engage in the initial assessment and triage of the referral and the referral was closed. A further 3 pupils were offered the opportunity of a referral and this was prepared for submission following verbal consent; written parent consent was not given at a later stage and support therefore not accessed.

For the academic year 2024-25 we continued to support the previously created **22 Boxall Profile Reports and Learning Plans** in place to support pupils. With a whole school focus on Trauma Perceptive Practice and Ready to Regulate policy and practice

there was a heightened focus on the Six Core Strengths Assessment and Curriculum tool; this unexpectedly impacted on the creation of new Reports and Learning Plans. We are now looking to further support pupils by linking these two approaches together. Pupil premium pupils will be assessed using the Boxall Profile and a profile of social and emotional needs created with targeted strategies of support identified and supported in conjunction with the Six Core Strengths support materials. This is a rolling programme of support. 78 purchased assessments are available for use across this academic year.

Extra-Curricular Enrichment Opportunities:

Clubs are offered to all pupil premium pupils with financial support for one club per child per term.

All pupil premium pupils are offered the opportunity to access one club per term, funded using pupil premium funding. A total of **10** pupil premium pupils accessed these opportunities using pupil premium funding across the 2024-25 academic year.

A total of **52** pupil premium pupils accessed school-based swimming lessons using pupil premium funding.

Subsidised Residential Educational Visits:

8 pupil premium pupils accessed this opportunity and attended our Year 5 Residential visit to Letton Hall, Norfolk.

13 pupil premium pupils accessed this opportunity and attended our Year 6 Residential visit to Rock UK Summit Centre, Wales.

School-led Tutoring:

Half termly data analysis identified pupils from across KS2 for targeted weekly group tutoring in English and maths across the 2024-25 academic year. Group sizes varied depending on ability and expected outcome. Sessions were offered in 6 to 10 week blocks. ELS Phonic assessments identified pupils from across KS1 for phonic tutoring sessions and catch-up intervention.

Pupils with significant and complex SEND needs were withdrawn from tutoring and support provided through targeted intervention delivered within class by the class teacher and named adult support.

Externally provided programmes

Programme	Provider
Therapeutic Intervention Mental Health and Trauma Recovery support for children, young people and their families.	Kids Inspire (www.kidsinspire.org.uk)
Talk Boost Targeted intervention for children and young people with delayed language.	http://speechandlanguage.org.uk
The Boxall Profile Assessment Framework for children and young people's social and emotional aptitudes.	NurtureUK https://new.boxallprofile.org
Lexia (Core 5) An adaptive blended learning program that accelerates the development of literacy skills for children and young people.	LexiaUK https://www.lexialearning.com
Reading Fluency Project Targeted intervention incorporating the strategies of modelled expressive reading, echo reading, repeated re-reading, skilled questioning, challenging text selection and modelling comprehension skills to improve the trajectory of children and young people towards the expected standard in reading.	Herts for Learning https://hertsforlearning.co.uk
ELS Phonics Essential Letters and Sounds is a synthetic phonics programme used to help children to learn to read in Reception and Key Stage 1. ELS follows the 2007 Letters and Sounds progression and uses a daily, structured approach to teaching phonics that gives children and teachers consistency and security.	Global.oup.com primary>els">https://global.oup.com>primary>els OxfordOwl for Home https://home.oxfordowl.co.uk
Aquinas School Attendance Provisions Aquinas works in partnership with school and parent/carer community to raise attendance and punctuality levels. The range and approach of Aquinas offers streamlined, tried and tested method that has never failed to make an impact on schools' attendance. Intervention at an early stage is recognised to be the most effective way to sustain regular attendance at school. Aquinas have the difficult conversations and challenge parents/carers while the school's good relations with the parent/carer community are maintained.	https://www.aquinasprovisions.com/

Further information (optional)

At St. Thomas of Canterbury Church of England Primary School we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals, thus generating PPG status.

The Governing Body reserves the right to allocate the Pupil Premium Grant funding to support any pupil or groups of pupils the school has legitimately identified as being socially and emotionally disadvantaged.

A large proportion of any targeted group will be made up of FSM pupils.

