

St Thomas More Catholic Primary School

Pupil premium strategy statement - 2024-2027



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	181
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Katie Turner
Pupil premium lead	Katie Turner
Governor / Trustee lead	Rosemary Dix

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,000
Recovery premium funding allocation this academic year	£8,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£119,000

Part A: Pupil premium strategy plan

Statement of intent

At St Thomas More Catholic Primary School, our Catholic ethos underpins our commitment to ensuring that every child, regardless of background or individual barriers, is supported to achieve their full potential.

We strive to address the challenges faced by pupils eligible for the Pupil Premium Grant through a holistic, evidence based approach that fosters academic excellence, emotional wellbeing, and spiritual growth.

Our Context and Key Challenges

Our school serves a community with high levels of deprivation, where a significant proportion of pupils are eligible for free school meals (FSM) and face social economic disadvantages. Additionally, a substantial percentage of our pupils are learning English as an additional Language (EAL). Key Challenges include:

- Speech and Language - Many pupils enter school with limited Language, impacting their access to the curriculum
- Low Baseline Attainment - Pupils often begin their educational Journey with attainment levels below national expectations
- Wellbeing and Pastoral Needs - Deprivation and family challenges contribute to the emotional, social and mental health and wellbeing of the pupils.
- Parental Engagement - Language barriers and socio-economic constraints can limit parental engagement with learning

Our Objectives

At St Thomas More Catholic Primary School, we aim to use the Pupil Premium and Recovery Premium to:

- Improve outcomes, based on the needs of the children, drawing on evidence of effective practice, in consultation with teachers, support staff and parents.
- Improve educational attainment for all children, including disadvantaged pupils, who (on average in England) face additional challenges and do not perform as well as other children.
- Ensure the school's curriculum is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities or high needs, the knowledge and cultural capital they need to succeed in life.
- Support the personal development of all children, especially the most disadvantaged.
- Ensure all children are able to meet the school's high expectations of behaviour, including learning behaviours.

During the academic year of 2024-2025, the school's priorities for are:

- Development of the whole school curriculum that is ambitious and inclusive, focusing on early years and KS1 to build strong foundations
- Embed and enhance the quality of reading across the curriculum and improve diversity of texts
- Improvement of the quality of writing across the curriculum and cross curricular links
- Development of mastery maths
- Improve the school culture towards Behaviour and Attitudes by strengthen pastoral support, outdoor provision and building on Restorative Practice
- Improvement of Attendance and persistence absence by building stronger relationships with families to foster trust and shared commitment to pupils' success

Measuring Impact

We will rigorously monitor the progress of Pupil Premium pupils through regular assessments, pupil voice, and stakeholder feedback. Success will be measured by:

- Improved attainment and progress outcomes for Pupil Premium pupils, closing the gap with their peers.
- Enhances language proficiency and confidence among EAL learners.
- Increased engagement of families in school life and Learning
- Positive pupil well-being, as reflected in attendance, behaviour and survey data.

Through faith, love and learning, we are committed to transforming the lives of our most vulnerable pupils, ensuring they leave us as resilient, confident and compassionate individuals ready for the next stage of their journey.

Challenges

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

Challenge number	Detail of challenge
1	98% of our pupils live less than a mile from school in the Hester's Way area which is identified as being in the top 10% of most deprived wards in England, 2019 (No.23 on the IDACI List).
2	Low starting points in Reception which mean that most of our pupils have a gap in attainment on entering school. This is even more pronounced and producing a widening gap between non-disadvantaged and disadvantaged in both numeracy and literacy, especially in communication and language skills.
3	Significantly higher than national percentage of pupils who have SEND needs EAL and disadvantaged (43%).
4	High proportion of Social Care involvement including Child Protection, Child in Need and Early Help cases. Many of our children have multiple ACES including trauma experienced either in the past or at present.
5	Suspensions for disadvantaged children was higher than non-disadvantaged. This negatively impacts their social, emotional and mental health and their attainment. This also has an impact on their attendance at school.
6	Attendance among disadvantaged pupils is lower than non-disadvantaged pupils and that they are more often late to school in the mornings than their peers. Absenteeism is negatively impacting disadvantaged pupils' progress.
7	Speech and language development of some pupils, most notably disadvantaged pupils in EYFS and Key Stage 1, and pupils who speak English as an Additional Language, negatively impacts their understanding and communication in lessons and during playtimes, having an impact on their attainment and progress in all subjects.
8	Family circumstances and/or lack of family engagement. Including engaging with homework and in particular with reading and sharing of books.
9	A challenge to recruit high quality teachers and teaching partners who fully understand the needs of the learners and their families.

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.

Our ultimate aim is to ensure that all pupils leaving St Thomas More Catholic Primary School are secondary school ready. Like all schools, we strive to diminish the gap between our disadvantaged pupils and non-disadvantaged pupils and ensure all our pupils are exposed to rich and diverse experiences.

Intended outcome	Success criteria
Improved fluency among disadvantaged pupils.	All disadvantaged children read aloud to an adult at least 5 times a week (at home or in school). Disadvantaged pupils read with the same fluency as non-disadvantaged pupils. Disadvantaged pupils achieve the reading ELGs at the end of YR at the expected standard. Disadvantaged pupils achieve in line with their peers at the end of KS2 in reading, with the percentage of pupils achieving the expected standard positively comparing to non-disadvantaged pupils
Improved writing attainment for all children, particularly disadvantaged pupils.	Planning, observations and work scrutiny evidences that pupils have opportunities to write throughout the curriculum and are inspired to do so because they have experiences of which they can write about. Disadvantaged children achieve in line with their peers in writing by the end of KS2. Disadvantaged pupils achieve the writing ELG at the end of YR at the expected standard. Pupil voice activities and observations show that boys enjoy writing and are fully engaged with the curriculum.
Improved progress and attainment of pupils with SEND, particularly disadvantaged pupils.	The percentage of pupils with SEND who achieve in line with their start points by the end of KS2 aligns with their peers. Disadvantaged children with SEND make the same, or greater progress, than their peers, which is evidenced in their class books, intervention books and summative assessments. My Plan reviews show that each child with SEND makes progress against their outcomes each term.
Improved speech and language skills among disadvantaged pupils in EYFS and KS1.	Decrease in behaviour incidents for disadvantaged pupils Positive impact of SALT (Through MAT allocation) and EAL interventions on pupils' confidence and speech and language skills. Improved attainment and progress in all subject areas of disadvantaged pupils by the end of EYFS, in Year 1 phonics and end of Year 2 attainment data.
Improved behaviour of all pupils, particularly our disadvantaged pupils.	Reduction in negative behaviour incidents logged on CPOMS. Decrease in suspensions issued to all pupils, particularly disadvantaged pupils. Parent questionnaires and other feedback shows that families feel well supported and school/home work together to support individual needs of children. Staff feel confident to facilitate Restorative Conversations and these are used to effectively support pupils, individually and in groups.

	Improved use of the school site, with multiple spaces being utilised, enables children to be supported at playtimes through more structured and closely supervised activities. All children can name an emotionally available adult who they connect with and they know cares about them.
Improved attendance for all pupils, particularly our disadvantaged pupils, and decrease in 'lates' and persistent absenteeism	Unauthorised absence rate for all pupils is lower. The attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced. The percentage of disadvantaged pupils who are persistently absent is no greater than their non-disadvantaged peers. AIMS meetings are held for any child who is persistently absent and, from these, attendance data improves.

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outstanding and Inclusive Teaching	EEF Evidence: The EEF Guide to the Pupil Premium—Autumn 2021: “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 a top priority for pupil premium spending.” EEF Evidence: Characteristics of Effective Professional Development – October 2021: “High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom”.	1,2,3,5,6,7
Talk for Reading strategies through guided practice	The Ofsted Framework 2022 states: “a rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners’ phonics knowledge.” Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) summarises that approaches involving digital technology can be successful in improving reading, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) states that the average impact of reading comprehension strategies is an additional 6 months’ progress over the course of a year. Successful reading comprehension approaches that are carefully tailored to pupils’ reading capabilities and involve activities and texts are effective and challenging but not overwhelming for children.	2,3,4,6,7,8
Can Do Maths	When implemented effectively, Mastery learning EEF (educationendowmentfoundation.org.uk) found that mastery learning can add 5 months’ progress to a child’s learning in a year and it is most effective in primary schools and particularly in maths. The report found that a high level of success should be required before pupils move on to new content, with support and monitoring taking place before this. Collaborative learning and direct instruction are effective mastery learning approaches. Improving Mathematics in the Early Years and Key Stage 1 EEF	1,2,3,5,6,7

	educationendowmentfoundation.org.uk found that maths should be integrated into different activities throughout the day (e.g. registration and snack time) to familiarise children with maths language and make the most of the full school day. It also found that story and picture books and board games can be a powerful tool for engaging children with basic maths concepts. Additionally, manipulatives and representations should be used to engage children with mathematical ideas and that there is a clear rationale behind these. Teaching should build on what children already know, with useful assessments in place to determine this. High quality targeted support should help all children learn maths (e.g. through experienced staff, CPD for staff, effective resources, brief and regular maths sessions and explicit connections between class work and interventions).	
Improving feedback and assessment	A study Supporting the attainment of disadvantaged pupils: articulating success and good practice by NFER shows that improving the feedback between teachers and pupils was the most beneficial strategy adopted by almost 20% of schools in the study to increase the attainment of disadvantaged pupils. The study found that the more successful schools have developed detailed marking schemes that identify pupils' strengths, areas to focus on and next steps, while pupils are given lesson time to respond to feedback or discuss it with their teacher. This is supported by evidence in the EEF Teaching and Learning Toolkit (Feedback EEF) that found that for low implementation cost, children can make 6 months' additional progress and a high impact on learning outcomes as a result of effective verbal or written feedback. The toolkit states, from research, that policies should not over specify the frequency of feedback, but can be effective during, immediately after and sometime after learning, focussing on the task, subject and self-regulation strategies. Verbal feedback showed higher impact (up to 7 additional months' progress) but it's important that feedback is also provided in response to 'correct' work as well as addressing misconceptions or errors. Formative assessment strategies allow staff to identify and address gaps in learning to improve progress and these approaches can be key to effective feedback. When considering teachers' workload and school feedback processes, Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk) found that high quality initial instruction reduces the work that feedback needs to do; formative assessment strategies are required to set learning intentions and to assess learning gaps (just like feedback aims to do).	1,2,3,5,6,7

Targeted academic support

Budgeted cost: £23,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy and interventions	According to the Oral language interventions EEF (educationendowmentfoundation.org.uk) report, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. The school uses approaches such as baseline assessments and NELI to identify the children that need additional support. Some studies also show that behavioural issues can be improved through work on oral language. Approaches that are delivered over a sustained period have greater impact, as well as those delivered one-to-one by trained staff. The findings from the Communication and Language Approaches study by EEF reports that some studies show slightly larger effects of communication and language support for children from disadvantaged backgrounds. Communication and language approaches can help children make 6 months' additional progress, improving vocabulary, spoken language skills and early reading skills. NELI (Nuffield Early Language Intervention) was found to improve progress by 4 months. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) has found that opportunities to develop speech and language also helps build other skills such as social awareness, relationships and problem solving.	1,2,3,7

EAL interventions	Statistics summarised in EAL and educational achievement Prof S Strand.pdf (d2tic4wvo1iusb.cloudfront.net) show that children who speak English as an additional language who are also boys, have special educational needs, are born in the summer months or are entitled to free school meals achieve lower than their counterparts. Similarly, pupils who speak English as an additional language and who have no KS1 score and/or joined their primary school in Year 5 or 6 achieve lower than those in the same circumstance who do speak English as a first language. There is no evidence that children with EAL achieve lower or higher in schools where there's a lower or greater percentage of pupils with EAL. Studies of communication and language approaches, as documented by Communication and language approaches by EEF consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately 6 months' additional progress over the course of a year. Studies show that schools should use a range of different approaches rather than one to secure progress. Approaches to develop speech and language are particularly beneficial for children from disadvantaged backgrounds.	1,2,3,7,8
Home learning - Reading	Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) found that shared book reading should be a central component of any parental engagement approach and learning activities such as letter and number formation are also linked to improved outcomes. Tips, support and resources can make home activities more effective. Book-gifting alone is unlikely to be effective, but carefully selected books plus advice and support is beneficial. Rapid Evidence Assessment summary.pdf (d2tic4wvo1iusb.cloudfront.net), states that technology is key, particularly for disadvantaged pupils: It has been identified that a lack of technology is a barrier to successful remote instruction. Findings also include: teaching quality is more important than how/when lessons are delivered; peer interactions provide motivation and improve learning outcomes; supporting pupils to work independently can improve learning outcomes; and, different approaches to remote learning suit different types of content and pupils. Linking learning - home learning support from mainstream schools.pdf (d2tic4wvo1iusb.cloudfront.net) summarises the findings from a variety of research-based guidance reports about how schools can provide home learning support.	1,2,3,4,8
CPD for teaching partners	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) found: TAs should not be used as an informal teaching resource for low attaining pupils; TAs should be used to add value to what teachers do (not to replace them); TAs should be used to help pupils develop independent learning skills and manage their own learning; TAs should be fully prepared for their role in the classroom; TAs should be able to deliver high quality one-to-one and small group support using structured interventions; evidence-based interventions should be adopted by the school to support TAs in their small-group and one-to-one work; and, explicit connections between learning from classroom teaching and structured interventions should be linked. Recommendations from Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) state that teaching assessments add value to the work of teachers and should not replace them. Impact on outcomes is positive when the needs of all pupils are addressed through high quality classroom teaching and where teams of teachers and TAs understand their complementary roles in the classroom. Interventions are most effective when brief, occur regularly and are maintained over a sustained period of time. Interventions are most effective when connections are made between the out-of-class learning in an intervention and classroom teaching. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) shows that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups/individuals, has a higher impact on pupils' outcomes than where the TA is used in the classroom (4 additional months progress lies between these two provisions). Where pupils are receiving support from a teaching assistant, is has the most impact when the support supplements teaching and does not reduce the amount of high-quality interactions they have with their teacher in/out of class. Consistency and quality of support can be maximised through effective CPD for teaching assistants. Where teaching assistants support pupils and teachers in class, the emphasis should be on the continuity of provision for pupils so that targeted interventions then supplement and link with class work and in-class teaching. Up to 6 additional months' progress can be made by pupils receiving one-to-one or small group targeted interventions by teaching assistants who are trained to deliver specific interventions, particularly through NELI, Catch Up Literacy, Catch Up Numeracy, Abracadabra, Switch-on Reading or Talk for Literacy. Research also shows that pupils who work with teaching assistants can show improved attitudes to learning and teachers report positive effects to their workload and reduced stress.	1,2,3,7,8,9

	A study Supporting the attainment of disadvantaged pupils: articulating success and good practice by NFER shows that paired or small group additional teaching was used by 95% of schools in the study to raise the attainment of disadvantaged pupils. Almost 20% of these schools said that this was the most impactful provision put in place during the study to raise attainment.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 50,648

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support and nurture intervention	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Promoting children and young people's mental health and wellbeing (publishing.service.gov.uk) summarises eight principles to promoting a whole school approach to mental health and wellbeing: curriculum teaching and learning; enabling student voice; staff development' identifying need and monitoring impact; working with parents and carers; targeted support; and, developing an ethos and environment that promotes response and values diversity. Promoting Emotional Health, Well-being and Resilience in Primary Schools WCPPP concludes schools have a valuable role to play in identifying and meeting the needs of pupils with respect to emotional health and well-being, and that school-based activities have the potential to make significant and lasting positive impacts on children's well-being. A variety of high-quality and evidence-based programmes support school-based activities but these have the most impact when approaches are embedded within wider school systems and through teaching and learning across the curriculum. It has been found that improving social and emotional learning can add 4 months' progress to a child's learning in a year, as explained in Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) This can be done by expanding children's emotional vocabulary, teaching self-regulation, social awareness, relationship skills and responsible decision-making. These strategies should be integrated and modelled through everyday teaching and a social and emotional learning programme will allow strategies to be taught, assessed and reviewed effectively. School-wide expectations and routines should also support children's social and emotional development. The effectiveness of Nurture Groups in improving outcomes for young children with social, emotional and behavioural difficulties in primary schools: An evaluation of Nurture Group provision in Northern Ireland - ScienceDirect summarises The Nurture Group Model places a strong emphasis on the physical environment. Furthermore, Nurture Groups are found to provide positive attachment relationships and opportunities for social learning and the development of emotional literacy. 10 Incredible Benefits of Playing with Lego® - (childrenswellnesscentre.co.uk) report that Lego Therapy aids teamwork and social skills, communication and language skills, problem solving, maths and spatial awareness, creativity and experimentation, physical development, perseverance and management of frustrations, self-confidence, lowering anxiety and stress, patience, focus and concentration.	1,2,3,4,5,6,8

OPAL	Physical activity EEF (educationendowmentfoundation.org.uk) reports that the average additional academic progress over a year, as a result of additional physical activity, is 1 months, although participating in physical activity is likely to have wider health and social benefits. It's been established that pupils from disadvantaged backgrounds may be less likely to benefit from sport clubs outside of school (due to financial costs), but by providing physical activities free of charge in school, children can access the benefits and opportunities that might not be available to them elsewhere. Education Endowment Foundation EEF states that there are some indications that physical activity, including outdoor play, can support children's learning and that active outdoor play can improve children's physical growth, skills and health. The cost of introducing physical development approaches can be spread over a number of years to make it more beneficial while improving children's progress. Supporting school improvement through play: An evaluation of South Gloucestershire's Outdoor Play and Learning Programme states "It was evident in all participating schools that the interventions made by OPAL to both the physical and human environment enhanced and, in some cases, transformed opportunities for playing...there are accompanying benefits in an educational and wider context as children learn to get on together, enjoy school, undertake forms of exercise that involve moderate stress and moving in non-regular patterns, find time and space to recover attention." The-Case-For-Play-In-Schools-web-1-1.pdf (outdoorplayandlearning.org.uk) Physical activity EEF (educationendowmentfoundation.org.uk) states that the average impact of engaging pupils in physical activity approaches adds, on average, 1 months' progress over a year but there are also wider benefits in terms of physical development, health, wellbeing and improvement in attendance as well as social benefits. Integration of mentoring approaches within programmes and the combination of physical activities with teaching and learning practices has a positive impact on attainment. It was found that the costs associated with physical activities arise from training for staff leading programmes, and any additional resource or equipment required, the majority of which are start-up costs. Reimagining outdoor learning spaces: a Futurelab handbook (nfer.ac.uk) discusses the benefit that the development of outdoor learning and play spaces can have on children's educational experiences. The report also mentions that meaningful choice and voice for learners is central to personalisation. There is "huge potential to model more transformative approaches...by putting learners at the very heart of the (re)design process, thus assuring greater choice and voice." Changes to a site's design can be a learning experience for pupils in itself. Education Endowment Foundation EEF's Physical Development Approaches report states that physical development approaches aim to improve children's physical growth, skills and health through activities that may focus on a particular aspect of physical development or be more general, e.g. encouraging active outdoor play. Such approaches can benefit a child's progress by an additional 3 months in a year. The Play-based Learning report from Education Endowment Foundation EEF found that there is a positive relationship between play and early learning outcomes. Where there is a measurable baseline and assessment, play-based learning approaches have improved learning outcomes by approximately (and on average) 5 additional months in a year.	1,3,4,5,6,8
Forest School	Forest Schools: impact on young children in England and Wales - Forest Research evaluates that Forest School helps children to: build confidence; develop social skills; communicate more effectively and develop their language through sensory experiences; be motivated; gain physical skills, including physical stamina, gross and fine motor skills; and, develop knowledge and understanding, as well as an interest in and respect for the environment and our surroundings. Physical activity EEF (educationendowmentfoundation.org.uk) states that the average impact of engaging pupils in physical activity approaches adds, on average, 1 months' progress over a year but there are also wider benefits in terms of physical development, health, wellbeing and improvement in attendance as well as social benefits. Integration of mentoring approaches within programmes and the combination of physical activities with teaching and learning practices has a positive impact on attainment. Reimagining outdoor learning spaces: a Futurelab handbook (nfer.ac.uk) discusses the benefit that the development of outdoor learning and play spaces can have on children's educational experiences. The report also mentions that meaningful choice and voice for learners is central to personalisation.	1,3,4,5,6,8

Breakfast Club	Northumbria University and Cool Milk's research, summarised by The School & Nursery Milk Alliance (snma.org.uk), states that milk consumption by 5-11 year olds improves overall nutritional status, cognitive functioning, dental and bone health, physical stature and body composition. Cool Milk reports that keeping hydrated aids concentration and attention. Why milk is great for children Cool Milk states 189ml of semi-skimmed milk is excellent as a midmorning drink as it provides a nutritional boost and keeps children hydrated between breakfast and lunch; helping them to concentrate, learn and play. The EEF found that breakfasts clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of 2 months' progress over the course of a year. The reports summarised by Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk) states that pupils' concentration and behaviour improved in the trial too. The results suggest that academic improvements could also be as a result of the social benefits that the breakfast club environment offers.	1,3,4,5,6,8
Educational Visits	Key findings from Arts participation EEF (educationendowmentfoundation.org.uk) are that arts participation approaches (both during curriculum time and through extra-curricular activities) can have a positive impact on academic outcomes in other areas of the curriculum. It also valuable in itself, adding to progress made in the arts and other subjects beyond English or maths outcomes. Improved outcomes, through research, have been identified in English, maths and science and, there is also evidence of positive links on impact between, for example, drama and writing outcomes and music with spatial awareness. Wider benefits also include attitudes to learning and increased well-being. A study Supporting the attainment of disadvantaged pupils: articulating success and good practice by NFER shows that arranging/subsidising trips to cultural venues was used by 81% of schools in the study to raise the attainment of disadvantaged pupils. Physical activity EEF (educationendowmentfoundation.org.uk) states that sometimes a sporting activity is effective to encourage children to engage in additional learning activities for other curriculum areas. Outdoor Education in the UK for Primary School Groups (pgl.co.uk) explains that children experience success, grow in confidence and become engaged in a variety of experiences. Children experience new opportunities that they may not experience elsewhere, particularly at school. They develop skills such as teamwork, leadership, communication, patience, perseverance, determination, resilience, respect, responsibility and independence.	1,4,5,6,8
Restorative and Relational Practice	Anti-Bullying Alliance website: "Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved." EEF Evidence: The EEF Guide to Improving Behaviour in Schools "Challenging experiences for pupils at home or in the community may negatively affect their ability to learn or cope with the school environment, which could lead to a withdrawal from learning. In some cases, this can lead to the void being filled with negative behaviour, which is sometimes linked to maintaining self-esteem and social standing with peers."	1,3,4,5,6,7,8,9
Attendance	The Key for School Leaders quotes the Department for Education (DfE) published research in 2016: "The higher the overall absence rate across Key Stage 2 and Key Stage 4, the lower the likely level of attainment at the end of KS2 and KS4 Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons."	1,3,4,5,6,7,8,9

Total budgeted cost: £109,373

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 2023 to 2024 academic year.

St Thomas More Catholic Primary School Pupil Premium Expenditure 2023/2024:

For the last academic year (2023/2024) St Thomas More Catholic Primary School received funding of £137,496 to support the needs and development of this group of children within our school.

This allocation of funds was used in the following ways:

- To provide one 0.5 FTE Attendance Lead to monitor, promote and encourage good regular attendance work by working with families who encounter difficulties getting their children to school.
- To provide one full time Pastoral Lead to support the children's emotional well-being and provide a support system for vulnerable families experiencing difficulties at home.
- To provide three staff to run Breakfast Club for 1 ½ hours every morning to support working parents and provide breakfast for our most vulnerable pupils.
- To provide 0.4 FTE Pastoral Learning Support Assistant to support the children's emotional wellbeing.
- 3% of both Literacy Leads and the Numeracy Lead to recruit and retain the best quality experience teachers to lead these core subjects.
- To purchase a range of resources to support children's Mathematical and Literacy skills development.
- To engage children with reading for pleasure, the purchase of Story Time Magazines for Years 2, 3 & 4.
- To purchase one complete set of uniform and school bag for every Pupil Premium Pupil.

Impact

Our vulnerable pupils are encouraged to attend school regularly and our families who are experiencing difficulties within the home or community are assisted with a support system. Our SEND pupils are given the appropriate adapted provision for their individual needs to

support their development. Pupils are able to receive quality first teaching delivered by experienced teachers which will give them the best opportunity to make expected or accelerated progress. Our vulnerable families are supported by ensuring that the cost of their child's school uniform does not impact negatively on their finances and put pressure on the family.

Externally provided programmes

Programme	Provider
Outdoor Play and Learning	OPAL Forest School Training
Restorative Practice	Local Authority Training
Speech and Language Therapy	Little Way Partnership