

# Pupil Premium Strategy Statement 2025-26



## St Thomas Church of England Primary School

This statement details our school's use of pupil premium and recovery premium funding for the 2025 to 2026 academic year. This funding is intended 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 Church of England Primary School
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	48.1%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Local Governing Board
Pupil premium lead	Sarah Williams
Governor / Trustee lead	Jonny Ivey

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,500
Recovery premium funding allocation this academic year	£0
Recovery premium funding allocation for 2024/25 academic year	£0
Recovery premium funding carry forward from last academic year	£0
School-Led Tutoring Grant	£0

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£151,500</b>

## Part A: Pupil Premium Strategy Plan

### Statement of intent

At St Thomas Church of England Primary School 'the children are at the heart of everything we do', and every member of our community is valued for their uniqueness and diversity and for the important role they play within our school community. Our school is in one of the 10% most deprived areas on the index of deprivation.

The gap between pupil premium and non-pupil premium has always been evidenced but has widened since the pandemic. It is more important than ever, that our school strategy focuses on support for pupil premium pupils. As almost half of our children are eligible for pupil premium funding and this strategy addresses whole school issues as well as those specific to individual and smaller groups of children. The ultimate objectives from the use of this strategy, is that our pupil premium children will make as much as and in some cases more progress than others. We hope to ensure that our children have the want to be aspirational and achieve well, both academically, socially, emotionally and want to become successful learners and good citizens. We also aspire to involve parents in the education of their children and enable them to support this ultimate objective.

In the past, the pupil premium funding has been used to deploy support staff to provide the targeted support and interventions that our children need. However, we recognise that the impact of this in some areas has been limited so therefore we want to ensure that staff use evidence based whole class teaching interventions wherever possible. The EEF Diagnostic Toolkit recommends the use of the funding to improve quality first teaching across the school as well as specific, targeted and measured interventions for certain groups and individuals.

To ensure consistency of teaching and learning across the school, we have introduced instructional coaching and enhanced, focused and individual professional development. We want high expectations for all and ensure all children receive quality first teaching differentiated to individual needs to ensure maximum progress can be made. The quality of teaching and how teachers and staff approach the individual needs of all children has improved greatly over the past year and monitoring records show this.

The gap between pupil premium children and others has lessened at the end Key Stage 2 and is considerably narrower than national.

### Challenges

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

Challenge number	Detail of challenge
1	High levels of deprivation, FSM (49.3%) and high proportion of EAL pupils (57.4%) contribute to variability in prior knowledge, language access and

	engagement; these correlate with dips in attainment (notably the 2025 KS2 RWM fall to 54%) and inconsistent Year 4 MTC performance.
2	Gaps in staff expertise and consistency for supporting pupils with SEND and low prior attainment; need to embed whole-school SEND practice and evidence-based TA deployment.
3	Curriculum and classroom practice in mathematics require greater consistency to secure fluency, instant recall and deeper reasoning to improve Y4 MTC and maths progress for low prior attainers.
4	Social, emotional, attendance and home-context barriers (persistent absence ~15%, higher for some SEND pupils) reduce time on task and access to school provision and enrichment.
5	Early Years communication and language development requires strengthening to secure strong transitions into Reception and future attainment (Nursery full-time provision is school funded and many children remain to Y6).
7	The cost-of-living crisis continues to have significant impact on pupils with regards to their well-being and mental health.

## 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
1. Improve attainment for disadvantaged pupils so KS2 RWM recovers to at least school multi-year average ( $\geq 67\%$ ) within 2 years and demonstrates year-on-year improvement.	- KS2 RWM for disadvantaged pupils $\geq 67\%$ within 2 years; - Reading, Writing and Maths each show measurable termly progress; - Disadvantaged progress measures move to at/above national averages.
2. Raise Year 4 MTC outcomes and maths progress for low prior attainers and SEN pupils.	- Y4 MTC pass rate shows a sustainable increase year-on-year (target +10 percentage points in first 12 months); - Low prior attainers and pupils with SEND show improved formative assessment mastery and increased fluency on instant recall checks.
3. Strengthen staff capacity to support SEND and low prior	- All teachers and TAs receive targeted CPD and coaching on SEND approaches and TA deployment; -

attainers so classroom differentiation and targeted interventions are consistently effective.	Teacher assessments and external moderation show improved quality of provision for SEND.
4. Reduce persistent absence among disadvantaged pupils (overall PA max 10% within 2 years; persistent absence among SEN reduced proportionally).	- Overall persistent absence reduced from 15% to ≤10% within 24 months; - Attendance gap between disadvantaged and whole school narrows; - Fewer PA cases escalated to local authority.
5. Improve early language outcomes so more children enter Reception with age-appropriate communication and language skills.	- Reception baseline language measures show cohort gains (monitor via WellComm) equating to at least 3 months additional progress for targeted children; - Phonics screening remains at or above national average (maintain ≥82%).
6. Increase participation in extra-curricular and enrichment opportunities among disadvantaged pupils.	- Disadvantaged take-up of clubs and trips at least 75% of whole-school take-up; - Evaluation shows positive pupil feedback and increased engagement indicators.

## Activity in this academic year

Notes on evidence sources used (all evidence-informed choices reference EEF and related trial evaluations):

- Effective Professional Development: Education Endowment Foundation guidance on Effective Professional Development and its role in improving teaching quality ([Effective Professional Development Guidance Report](#)).
- Small group / one-to-one tuition and tutoring guidance: EEF Teaching and Learning Toolkit and Tutoring guidance ([Small group tuition](#); [Targeted academic support/tutoring guidance](#)).
- Teaching assistants & SEND deployment: EEF guidance and Toolkit ([Teaching assistant interventions](#); [The Teaching Assistant role and SEND](#)).
- Early language: Nuffield Early Language Intervention (NELI) trial evaluated by EEF/Nuffield ([NELI evaluation summary](#)).
- Breakfast clubs / meal provision: Magic Breakfast / EEF evaluation ([Magic Breakfast trial summary](#); [EEF news on breakfast clubs](#)).
- Attendance interventions evidence overview: EEF Rapid Evidence Assessment and Research School summary ([Research School summary of attendance evidence](#)).
- Implementation guidance: EEF "A School's Guide to Implementation" (referenced where relevant) ([A School's Guide to Implementation](#)).

(Each activity row below includes the supporting evidence as a linked source.)

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

## Teaching (Tier 1: High Quality Teaching, Assessment and Curriculum)

**Budgeted cost: £16,413**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Comprehensive CPD programme (year-long) for all teachers focused on: (a) White Rose maths mastery implementation and fluency/instant recall strategies; (b) sentence-level writing pedagogy and grammar application; (c) scaffolding for EAL & explicit academic language teaching. CPD model to include specialist external training days, in-school coaching cycles, peer observation, and lesson study.	EEF guidance emphasises that high quality professional development, designed with clear mechanisms (knowledge, engagement, execution, practice), reliably improves teaching quality and pupil outcomes. See: <a href="#">Effective Professional Development Guidance Report</a> .	1, 3, 5
2. Instructional coaching and regular lesson-study cycles led by senior and middle leaders to ensure fidelity of curriculum sequencing and adaptation for pupils ready to move on. Coaching includes modelling, feedback, and follow-up practice.	EEF guidance highlights coaching, modelling and sustained PD as core components of effective PD with stronger impact when paired with curriculum alignment ( <a href="#">Effective Professional Development Guidance Report</a> ).	1, 3
3. Deployment of reliable formative assessment and hinge-question practice across lessons to identify pupils ready to move on and those needing	EEF Toolkit and implementation guidance stress the importance of assessment to target teaching and interventions; formative assessment supports adaptive teaching ( <a href="#">A School's Guide to Implementation</a> ).	1, 3

pre-teaching/retrieval practice.		
4. School-led EAL CPD (whole-staff) using evidence from EAL in the Mainstream Classroom principles (focus on academic vocabulary, grammar, spoken language) and practical classroom strategies.	EEF trials show teacher CPD to support EAL can yield measurable gains; see EEF summary of EAL work and trials ( <a href="#">EAL evidence synthesis and EAL in the Mainstream Classroom</a> ).	1, 5
5. Strengthen Early Years pedagogy for communication and language: adopt structured early language interventions (Wellcomm and Concept Cat)	Concept Cat trial: EEF-funded evaluation found Concept Cat produced ~2 months additional language progress for Nursery pupils and is effective for EAL learners <a href="#">Concept Cat   EEF</a>	5, 1

## Targeted academic support: (Tier 2: Targeted interventions, tuition, TA deployment)

**Budgeted cost: £135,802**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Structured small-group tuition (2–4 pupils) for targeted disadvantaged cohorts in reading, writing and maths delivered by trained teachers and trained TAs (3× weekly, 30–60 minutes, 10–12 week blocks). Groups linked closely to classroom curriculum and use diagnostic assessments to set priorities.	EEF Teaching & Learning Toolkit: Small group tuition typically yields +4 months progress; greatest impact when linked to curriculum and frequent, time-limited delivery ( <a href="#">Small group tuition</a> ).	1, 3
2. One-to-one or very small group tutoring for	EEF tutoring guidance: one-to-one tuition can produce up to +5 months; EEF key principles: pupil selection,	1, 2, 3

pupils with largest gaps (priority: disadvantaged pupils with low prior attainment and SEND where appropriate).	alignment with curriculum, and sustainable model ( <a href="#">EEF targeted academic support / tutoring guidance</a> ).	
3. Deploy trained TAs to deliver evidence-based TA interventions (Rapid Catch Up, Nessy, Number Sense, Colourful Semantics)) for Year 1–Year 6 small groups, with weekly teacher-TA planning time and monitoring.	EEF: TA-led targeted interventions can deliver ~4–6 months progress when TAs are trained and interventions are well-specified; guidance warns against unsystematic in-class TA deployment ( <a href="#">Teaching assistant interventions</a> ; <a href="#">1stClass@Number evaluation summary</a> ).	2, 3
4. Early Years targeted language groups using Concept Cat structured sessions delivered by trained classroom staff with fidelity monitoring; includes EAL-sensitive adaptations and home-language engagement strategies.	Concept Cat trial: EEF-funded evaluation found Concept Cat produced ~2 months additional language progress for Nursery pupils and is effective for EAL learners <a href="#">Concept Cat   EEF</a>	5, 1
5. Precision pre-teaching and same-day interventions for pupils identified through hinge questions so those ready to move on are extended and those with misconceptions are addressed.	EEF implementation and toolkit guidance emphasise diagnosis and rapid targeted support linked to classroom teaching as effective for closing gaps ( <a href="#">A School's Guide to Implementation</a> ).	1, 3
6. Structured programme of pre-teaching vocabulary and sentence structures for EAL pupils and pupils with lower prior attainment to increase access to whole-class lessons.	EEF and EAL trial work show targeted vocabulary and grammar instruction in classrooms supports EAL progress; teacher CPD models are promising ( <a href="#">EAL in the mainstream classroom</a> ).	1, 5



## Wider strategies (Tier 3: Attendance, behaviour, wellbeing and enrichment)

Budgeted Cost: £27,967

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Free, universal before-school breakfast club (targeted promotion to disadvantaged families) and subsidised school trips/clubs to remove access barriers. Monitor impact on behaviour, concentration and attendance.	EEF Magic Breakfast evaluation: breakfast clubs in disadvantaged primary settings produced positive effects on KS1 attainment (~+2 months for KS1) and improved behaviour and attendance for participating schools ( <a href="#">Magic Breakfast trial summary</a> ; <a href="#">EEF news on breakfast clubs</a> ).	4, 6
2. Targeted attendance work: early identification of emerging absence, tailored parental engagement, casework for persistent absence, mentoring/Key Adult support for vulnerable families and collaboration with St Luke's community services (food bank, childcare).	EEF Rapid Evidence Assessment / Research School synthesis: evidence base is mixed but targeted, responsive parental engagement and mentoring show promise; targeted multi-component approaches can have small positive effects on attendance when implemented responsively ( <a href="#">Research School summary of attendance evidence</a> ).	4

3. SEMH and mentoring support: on-site pastoral lead and targeted SEMH interventions (e.g., brief evidence-informed programmes, mentoring for at-risk pupils) and referrals for external support where required.	EEF attendance and wider strategies evidence notes: social and emotional learning and mentoring can support engagement and attendance; evidence suggests small positive impacts when interventions are targeted and well-implemented ( <a href="#">Research School summary / EEF attendance evidence overview</a> ).	4
4. Subsidised enrichment and broadened breaktime activities (develop active play offer and inclusive clubs) to respond to OFSTED comment on limited breaktime opportunities and low club interest; use pupil voice to design accessible offers.	While evidence on clubs/richer extracurricular impact on attainment varies, EEF and implementation guidance recommend enrichment to widen experience and improve engagement; Magic Breakfast evaluation also noted wider behavioural/engagement benefits ( <a href="#">Magic Breakfast trial summary</a> ).	4, 6
5. Family engagement (structured parental communication, language-sensitive materials and family workshops delivered in partnership with St Luke's) to improve home-school relationships and support learning at home.	EEF review of attendance and parental engagement indicates targeted parental engagement and responsive approaches can have small positive effects on attendance and engagement; implementation guidance highlights parental engagement as a promising area ( <a href="#">Research School summary of attendance evidence</a> ).	4, 1
6. Subsidised uniform/resources to remove barriers to attendance and participation.	EEF and broader school-effectiveness guidance recommend removing material barriers to participation; breakfast/trip subsidy evidence (Magic Breakfast) shows provision can improve attendance and engagement ( <a href="#">Magic Breakfast trial summary</a> ).	4, 6

## Monitoring, Evaluation and Governance

- Leadership and governance: termly Pupil Premium progress report to the governing body and Trust (data on attainment, progress, attendance, participation in interventions, and cost-effectiveness). The headteacher and designated Pupil Premium lead will present impact evidence, review fidelity and adjust implementation.
- Implementation fidelity: use EEF "A School's Guide to Implementation" principles—small-scale pilots with rapid review, fidelity checks, staff coaching, and routine data collection ([A School's Guide to Implementation](#)).
- Pupil selection: use objective diagnostic data (in-school baseline tests, phonics checks, MTC diagnostics) and teacher professional judgement to prioritise pupils for Tier 2 support.

Prioritise disadvantaged pupils with low prior attainment, SEND and pupils with persistent absence.

- Success measurement: termly milestones (see Intended Outcomes), intervention-level progress (pre/post assessments), attendance and PA data, and qualitative measures (pupil/parent/staff voice). Cost per impact analyses to inform subsequent resource allocation.
  - Reporting to DfE requirements: the document, expenditure, planned interventions and measured outcomes will be published on the school website and updated annually in line with DfE guidance.
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## Appendix — Key Evidence (selected links)

- Effective Professional Development — Education Endowment Foundation guidance: [Effective Professional Development Guidance Report](#)
  - Small group tuition (Toolkit summary): [Small group tuition](#)
  - Targeted academic support and tutoring guidance: [Targeted academic support / Tutoring guidance](#)
  - Teaching assistant interventions and SEND deployment guidance: [Teaching assistant interventions](#); [The Teaching Assistant role and SEND](#)
  - Nuffield Early Language Intervention (NELI) evaluation: [Nuffield Early Language Intervention boosts language skills \(Nuffield Foundation summary\)](#)
  - Magic Breakfast / breakfast club trial: [Magic Breakfast trial summary \(EEF\)](#); [EEF news on breakfast clubs](#)
  - Attendance evidence overview (Research School summarising EEF Rapid Evidence Assessment): [The evidence base behind attendance interventions \(Research School summary\)](#)
  - Implementation guidance: [A School's Guide to Implementation \(EEF\)](#)
  - EAL evidence and trials (EAL in the Mainstream Classroom & EEF synthesis): [Integrating English / EAL evidence pages](#); [EAL evidence synthesis](#)
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This strategy is aligned with the DfE Menu of Approaches (Tier 1: high-quality teaching and CPD; Tier 2: targeted tuition and TA interventions; Tier 3: wider attendance, SEMH and enrichment strategies). It is tailored to St Thomas CE Primary School's context (high FSM, high EAL, inner-city Birmingham, full-time nursery) and addresses the challenges identified from recent data and Ofsted feedback (including broadening breaktime and club offers). Implementation will be led by senior leaders with termly evaluation to ensure resources deliver measurable, evidence-based impact.

<b>Total budgeted cost: £180,181</b>
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## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

#### Expenditure 2024/25

Teaching - £16,413

Targeted Academic Support and Staff - £135,802

Wider Strategies - £27,967

Total - £180,181

Evaluation of 2024/25 intended outcomes:

- 1. Staff understand what constitutes greater depth learning and have strategies to ensure that those children that can achieve the higher standard in writing and maths.**  
0% of pupils achieved GDS in end of Key Stage 2 Writing. This remains a target for this academic year. 14% of pupils achieved GDS in Maths. Of this, 12% of disadvantaged pupils achieved GDS in Maths compared to 15% of Non PP pupils. A higher percentage of PP pupils achieved GDS (29%) than Non PP (23%) Reading.
- 2. Children with SEND make good progress from their starting points.**  
Pupils with SEND made good progress in comparison to their starting points. In Year 6, 2 pupils had an EHCP and did not sit SATs, however their comprehensive small step assessment system showed good progress made.
- 3. Children who have English as an additional language make good progress, particularly in writing.**  
A slightly lower percentage of EAL pupils achieved EXS+ in Reading and Writing than Non EAL, however, more EAL pupils achieved EXS+ in Maths compared to Non PP.
- 4. All children in EYFS make good progress from their starting points.**  
60% of PP pupils made above expected progress when comparing to on entry 'GLD'. 40% made expected progress. In comparison Non 47% on Non PP pupils made above expected progress and 53% made expected progress.
- 5. Parents are better equipped to support their children academically and emotionally.**  
This continues to be an area of focus. Parents have received support from external agency workshops this year including CAT, PSS and SALT.
- 6. Improved and more consistent attendance for children eligible for pupil premium.**  
70.2% of PP pupils had attendance of over 95% compared with 65.7% of Non PP pupils. However persistent absence was higher for PP pupils at 16% compared with Non PP pupils at 11.8%

### Externally provided programmes

Programme	Provider
NELI	Nuffield Foundation Education Ltd
Little Wandle	Harper Collins
Walkthrus	John Catt Educational Ltd
No Nonsense Spelling	Babcock LDP Primary English Team

Jigsaw	Jigsaw
Play Therapy	Over the Rainbow