

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for this academic year) funding to help improve the progress and 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 CE Primary School (Halliwell)
Number of pupils in school	354 (<i>inc Nursery</i>) 313 (<i>exc Nursery</i>)
Proportion (%) of pupil premium eligible pupils	31% (98 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 – 2027/2028
Date this statement was published	June 2026
Date on which it will be reviewed	July 2027
Statement authorised by	-A Fielden, Head Teacher
Pupil premium lead	C.Conroy, Teacher
Governor / Trustee lead	J. Shallaker Gill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,700.00
PP Post LAC £7890.00	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£145,700.00

Part A: Pupil premium strategy plan

Statement of intent

At St Thomas', our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas; including those who are more able, have SEND or have arrived recently to the country and are learning English as a new or additional language. The focus of our pupil premium strategy is to support all pupils (disadvantaged or not) to achieve that goal, including progress for those who are already high attainers. We are fully committed to meeting their pastoral, social and academic needs in order to do so.

We adopt a tiered approach to our Pupil Premium spending as the school balances approaches to improving teaching, targeted academic support, and wider strategies; aligning itself with the DfE strategy template

Our primary objectives for using Pupil Premium funding are:

- **Improving Academic Achievement:** To raise the attainment levels of disadvantaged pupils in all areas.
- **Enhancing Learning Opportunities:** To provide additional resources, experiences, and support that enrich the learning environment and engage pupils
- **Supporting Well-being and Attendance:** To address any barriers to learning, including social, emotional, and mental health needs, and to improve attendance rates
- **Encouraging Parental and Community involvement**

We acknowledge the direct link between our pupil premium children and those with SEND needs. 14 children who are pupil premium are also SEND and all teachers work very closely with SEND Coordinator and families to ensure a holistic approach to meeting children's needs.

Challenges

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

Challenge number	Detail of challenge
1	Low and delayed speech, language and communication skills Younger pupils enter with limited use of spoken language, vocabulary and unclear diction. Listening and attention skills are also underdeveloped.
2	Limited and lack of readiness to learn Pupil Premium pupils generally attain lower outcomes in reading, writing and mathematics. Pupil can be tired, lack organisation, be hungry and unsure of boundaries. Low attendance and punctuality. Some parents are unsure of how best to support their children with learning as Education is new to them or they have a low value of Education.
3	Delayed and poor social and emotional skills Observations, discussions with pupils, staff and parents have identified social and emotional issues for many pupils. Some pupils having low self-esteem, resilience, self-regulation and understanding of social norms. This results in difficulty forming positive relationships, managing emotions and resolving conflict.
4	Variations in Language Proficiency A significant proportion of our Pupil Premium cohort are pupils with English as an Additional Language or from culturally diverse backgrounds. Differences in language acquisition, prior educational experiences and cultural expectations can hinder pupils' confidence, participation and progress across the curriculum.
5	Limited/narrow life experiences Pupil have had a few life experiences and exposure to the world outside the immediate local area. This affects their language development and can restrict their understanding of the world, social skills and curiosity. This lack of exposure can hinder their ability to engage in diverse activities, grasp new concepts, and relate to peers, impacting their overall learning and growing.
6	Unidentified developmental delays Some children begin school with undiagnosed developmental delays due to limited external agency involvement, and some parents have a lack of awareness of expected developmental milestones prior to starting school.

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
In EYFS , to close the attainment gap for pupil premium pupils achieving a Good Level of Development (GLD) with a focus on Communication and Language.	Attainment gap closed with in school pupil premium pupils and national pupil premium pupils Speech and language assessments completed at the beginning and end of the EYFS indicate significant improvement in children's speech and language
In KS2, to close the attainment gap for pupil premium pupils achieving the expected standard and greater depth standard in Writing.	Attainment gap closed with in school pupil premium pupils and national pupil premium pupils.
In KS1, to close the attainment gap for pupil premium pupils passing the Phonics Screening Check.	Attainment gap closed with in school pupil premium pupils and national pupil premium pupils.
To close the attendance gap for pupil premium pupils, reducing the proportion classed as persistent absentees	Attendance gap closed with in school pupil premium pupils and national pupil premium. Number of persistent absentees reduced.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of well-being. Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and interventions where needed to support them making progress
To ensure all SEND pupils have the correct provision and resources in order to make at least expected progress from their starting points.	All SEND pupils make at least expected progress by the end of the year.

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: £ 89,232.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase teacher to child ratio throughout school to further support all children and those with SEND (and unidentified SEND needs) -Ensuring higher quality teaching, -Enabling higher quality interactions -Enabling Small group tuition to take place	High Quality First teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching EEF toolkit indicates that reducing class size +3 months impact on learning Reducing class size EEF EEF toolkit Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF toolkit – Teaching Assistant Interventions Teaching Assistant Interventions EEF	1,2,4,6
To employ TAs across school to support transition and support SEND and (unidentified SEND needs)	EEF toolkit Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF toolkit – Teaching Assistant Interventions Teaching Assistant Interventions EEF	1,2,3,4 & 6

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

Budgeted cost: £11,595.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of programmes to improve mathematical skills and mastery: providing additional support and opportunities for UKS2 PP children to access their learning in and out of school	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 EEF Toolkit – Mastery Learning Mastery learning EEF	2,6
-Purchase of a reading intervention for KS2. To support children who are not making expected progress and to 'close the gap'	The EEF Guidance report 'Developing Literacy in KS2' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 recommends the use of high quality interventions and to target teaching and support by accurately assessing pupils' needs	1,2,4 & 6
Purchase of a new scheme 'Writer for life' to support fluency in writing	The EEF Guidance report 'Developing Literacy in KS2' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 recommends the use of high quality interventions and to target teaching and support by accurately assessing pupils' needs	1,2,4 & 6
Professional development for all staff to ensure quality first teaching.	EEF identifies good evidence for improving teaching through quality CPD 1. High-quality teaching EEF	1,2,3,4,5 & 6
Purchase of additional RWI resources to support tutoring sessions for disadvantaged children	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF	1,2,4 & 6
NEST Therapy specialist delivering a bespoke and highly intensive	Oral language interventions Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 4 & 6

Speech and Language programme to the EYFS		
Talk for Writing consultancy days: focuses on improving children's writing skills by developing their spoken language, reading, and writing in an integrated way. The consultancy days provided by Talk for Writing consultants offer significant benefits to schools, both in terms of immediate classroom impact and long-term improvements in teaching and learning.	The EEF Guidance report ' Developing Literacy in KS2 ' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 recommends the use of high quality interventions and to target teaching and support by accurately assessing pupils' needs	1,2,4 & 6

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

Budgeted cost: £46,085.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club Additional staff help to run a successful Breakfast club - a provision for children to enjoy a healthy breakfast before school and to have fun and socialise with their peers. Thus improving attendance and punctuality	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	2,3 & 5

Bright Leaders for KS2 – One to one coaching, Personal Leadership Programmes and Workshops	Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Evidence suggests the use of 'metacognitive strategies and self regulation' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Metacognition_and_self-regulation_review.pdf?v=1642679296 Social and emotional learning EEF	2,3 & 5
Personal Development Leader and Pastoral Support Officer to work alongside SLT providing support to pupils, staff, parents and carers to promote positive mental health and wellbeing. Social and emotional learning will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Both targeted interventions (Lego & drawing therapy) & universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) The evidence indicates that there is particular promise for approaches that focus on improving social interaction between learners. Social and emotional learning EEF (educationendowmentfoundation.org.uk) Taking a coordinated & evidence-informed approach to mental health & wellbeing in school leads to improved learner emotional health & wellbeing which can help readiness to learn Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)	2 & 3
Attendance Officer	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2

All PP children throughout school are provided with support and advice ranging from home visits and phone calls	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	
Enrichment activities to enrich pupils life experiences, interest and motivation	EEF Toolkit – Physical activity Physical activity EEF Outdoor adventure learning Outdoor adventure learning EEF	5

Total budgeted cost: £146,912.07

Total PPG Funding: £145,700.00

Balance: + or -: +£1212.07

