

Pupil premium strategy statement
St Thomas' Church Of England Academy



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	185 (39 PP)
Proportion (%) of pupil premium eligible pupils	21.1%
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)	2025-2026 – phase 1 2026-2027 – phase 2 2027-2028 – phase 3
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	LGB
Pupil premium lead	Donna Pierpoint
Governor / Trustee lead	David Shemilt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£45,650

Part A: Pupil premium strategy plan

Statement of intent

Jesus said 'I have come that they may have life, and have it to the full.'

John 10:10

At St Thomas' C of E Primary Academy, we aspire for everyone to achieve their God-given academic and personal potential, so that they can make a positive impact in the world. Learning for life with Jesus is at the centre of what we do, underpinned by our distinctively Christian values, ensuring we are wholly inclusive to all.

We set high expectations and strive to ensure all pupils receive a high-quality learning experience where they are able to overcome any barriers, enabling them to succeed. We are thankful for, and celebrate difference across our academy and encourage each individual to flourish so they can reach their true potential. Our culture of trust builds confidence and we encourage our pupils to develop independent skills that will support them as they progress through school and beyond. Everyone in school plays a vital role in supporting all our pupils to reach their academic and personal potential and we work closely with our community and outside agencies to ensure support is available for those who need it.

A clearly structured monitoring timeline supports class teachers and leaders in working together to deploy funding effectively so that each eligible child receives targeted and impactful support.

Pupil Premium Strategy Key Priorities 2025-2026 (Phase 1)

1. Early Language and communication
2. High quality teaching: Writing
3. Attendance
4. Pastoral
5. High level of children who are PP and SEND
6. Children in lower key stage 2 show a dip in progress before making increasingly strong progress in upper key stage 2.

Challenges

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

Challenge number	Detail of challenge
1	Early Language and communication inc phonics – significant increase in children accessing EYFS (nursery) with EYPP funding. (10 children – 33.3% of the cohort). Baseline assessments in EYFS are showing a decline language starting points – this includes communication, language and vocabulary acquisition. We

	are also seeing an increase in the number of children in EYFS and KS1 accessing Speech and Language Therapy. (SALT)
2	High quality teaching: Writing – Writing is falling behind maths and reading attainment for disadvantaged pupils. 57% of PP children are working below the expected standard in KS2 and 50% in KS1. (46% when combined)
3	Attendance – Attendance with disadvantaged children in receipt of pupil premium funding is a concern. 49% of children have an attendance below 94% (19 children) and of these children 6 are PA with an attendance of below 80%. (PP PA attendance is 15.4% overall) <i>(Calculated on live data – December 25)</i>
4	Pastoral – demand for support with SEMH needs – particularly with disadvantaged pupils is increasing. This is impacting access to education as children need support before they are ready to learn.
5	High level of children who are both PP and SEND – 33.3% of children are disadvantaged by PP and SEND. This is 13 children. From these children 78% are not on track in at least one area (R/ W or M) and 54% of these children are not on track in all 3 core areas (RWM)
6	Transition of children into Lower Key Stage 2. Most recent data highlights lower key stage 2 – years 3 and 4 as an emerging focus area with some pupil premium pupils showing a dip in progress. This is driven by early language needs. SEND overlap and attendance rather than weakness in curriculum design.

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><u>Early Language Communication and Screening</u></p> <ul style="list-style-type: none"> ✓ Create and develop language champion practitioners across the EYFS and lower KS1 ✓ Early identification through use of the Early Language and Communication screening tool ✓ High quality provision to support learners at a rapid pace by using the language intervention programs. ✓ Through review, reflecting and a return to training - create a sustainable model for the provision of Early Communication Screening 	<p><u>Early Language Communication and Screening</u></p> <ul style="list-style-type: none"> ✓ GLD outcomes 72% 2024/25 ✓ (In comparison to 40% 2023/24 – this was moderated data) ✓ GLD 2025/26 projections 73.6% ✓ 2 language champions running specific language related interventions inc Time to Talk, Talk Boost and specific S&L targeted interventions from SALT ✓ Change in reading system in EYFS to enable more frequent, supported group reading sessions. (4x a week) ✓ Validated by external EYFS review and TST health check

<ul style="list-style-type: none"> ✓ Redeploy 2 x TA's to work specifically on language, vocabulary and communication interventions. (Both members of staff with specific EYFS experience and understanding) ✓ Staff training on early communication screening and high quality teaching/ interventions to address this. ✓ See also Academy Development Plan 2025/2026 ✓ See also Early Reading Review June 2025 	
<p style="text-align: center;"><u>High quality teaching: Writing</u></p> <ul style="list-style-type: none"> ✓ See also Academy Development Plan 2025/26 ✓ Writing: a full review of the teaching of reading (Wolverhampton CLL package – Spring 26 review) ✓ Identify via the Year group plans who has the potential to reach age related expectations and plan appropriate provision and interventions to enable them to succeed. ✓ See also English action plan 2025/26 ✓ Introduction of new approach to spelling in KS2. ✓ Ensure a consistent approach to the teaching of writing through the use of modelling, spelling, transcription and handwriting from nursery through to Y6. ✓ Training of staff and re-designing of the writing curriculum based on the DFE writing framework (June 2025) ✓ See monitoring overview for increased emphasis on writing in CPD and monitoring. ✓ CLL Wolverhampton support on assessment, moderation, training and writing development. 	<p style="text-align: center;"><u>High quality teaching: Writing</u></p> <ul style="list-style-type: none"> ✓ KS2 writing at least in line with national % ✓ Increase in disadvantaged pupils attaining age related expectations in writing/ (Currently only 43% in KS2 and 57% in KS1.) ✓ A consistent approach to the teaching of writing. Adaptive teaching, appropriate scaffolding and challenge are in place to enable pupils to meet at least age related expectations. ✓ Validated by external English reviewer and external moderation – wider Trust support. ✓ KS2 writing (Y6) at least in line with national % ✓ Progressive writing curriculum is in place that matches the recommendations of the DFE writing framework.
<p style="text-align: center;"><u>Attendance</u></p> <ul style="list-style-type: none"> ✓ See also Academy Development Plan 2025/26 and attendance action plan 25/26 ✓ Develop strategies to promote and improve punctuality. ✓ Strengthen relationships with disadvantaged pupils and their families to promote attendance. 	<p style="text-align: center;"><u>Attendance</u></p> <ul style="list-style-type: none"> ✓ Disadvantage pupils attendance improves. ✓ Disadvantage pupils persistent absent (PA) rate decreases. ✓ More Disadvantaged pupils are arriving to school on time - this will impact upon outcomes as they are not missing parts of lessons.

<ul style="list-style-type: none"> ✓ Identify any patterns or causes in absences and work collaboratively to address and support these to improve. ✓ Work with all staff to improve lines of accountability to ensure cohesion and consistency when tackling, supporting and improving attendance. 	<ul style="list-style-type: none"> ✓ All staff are aware of attendance % for their disadvantaged pupils and play an active part in helping to improve this. ✓ Relationships and communication with disadvantaged families improves in regards to attendance.
<p style="text-align: center;"><u>Pastoral</u></p> <ul style="list-style-type: none"> ✓ Provide a tiered approach to pupil mental health and wellbeing: ✓ Develop pupil mental health and wellbeing champions ✓ Bi annual pupil premium year group progress discussions. ✓ Ensure staff are trained and equipped with identifying and supporting SEMH needs and know how to support them. ✓ Support families with strategies to support their children and home and support the wider family with any pastoral needs. ✓ The inclusion team provides timely support/ referrals for disadvantaged pupils to ensure SEMH needs are identified quickly and supported. 	<p style="text-align: center;"><u>Pastoral</u></p> <ul style="list-style-type: none"> ✓ A consistent approach to class based mental health and wellbeing. ✓ Pupil mental health and wellbeing is at the forefront of all leaders and teachers. ✓ Pupil premium eligible children and their families benefit directly from positive community partnerships and in school support. ✓ Through Year group Pupil Premium bi annual discussions teaching staff can: articulate the barriers and symptoms for a pupil premium child ✓ Pupils with identified or suspected SEMH needs are supported and rapid referrals are put in place. This is logged and track on in school platforms. ✓ Further improvement in behaviour and mental health as pupils have actives and support strategies to help self-regulate and manage their emotions. ✓ Pupil well-bring attitudes increase. (pupil voice)
<p style="text-align: center;"><u>High level of children who are PP and SEND.</u></p> <ul style="list-style-type: none"> ✓ SEND pupils who are disadvantaged are able to make progress steps in line with their individual targets ✓ Staff to be trained in adaptive teaching strategies to scaffold learning for disadvantaged pupils to ensure there is no ceiling placed on aspirations or opportunity. ✓ Curriculum design to ensure disadvantaged pupils are able to access a broad, balanced and full curriculum. ✓ Staff are aware if the individual needs of disadvantaged pupils and the IEP's/ 	<p style="text-align: center;"><u>High level of children who are PP and SEND.</u></p> <ul style="list-style-type: none"> ✓ Disadvantaged pupils with SEND make continued progress against their pupils plans and IEP targets. ✓ Disadvantaged pupils access a full curriculum with appropriate scaffold in place that is reduced over time – promoting resilience, independence and progress. ✓ Disadvantaged pupils access a broad and balanced curriculum that is tailored to their individual needs to promote engagement and progress.

pupil plans reflect this and enable gaps to be closed.	
<p><u>Children in lower key stage 2 show a dip in progress.</u></p> <ul style="list-style-type: none"> ✓ Analyse internal data for years 3 and 4 to identify any children who have dipped, reasons why and implement interventions and a focus in pupil progress meetings to catch up and keep up – bridging the transitional gap. ✓ Look at transitional arrangements from KS1 to lower KS2 to ensure expectations and remove any opportunities for progress to dip. ✓ Work with staff to ensure the curriculum build upon prior learning and this is revisited explicitly so learning can be built upon. ✓ Work with families on the transition and the importance of attendance and punctuality. ✓ Work with all stakeholders including parents to ensure any personalised targets (especially where there is also a SEND overlap) 	<p><u>Children in lower key stage 2 show a dip in progress.</u></p> <ul style="list-style-type: none"> ✓ Children in lower key stage 2 continue to make good progress from their starting points and there is no dip during the transitional bridge. ✓ Transition arrangements and opportunities are secure and rooted in ensuring the children can continue to thrive. ✓ Staff are secure in knowing the children, any potential barriers and their individual needs so they are aware of their prior learning and their next steps to ensure consistent progress. ✓ Children’s early language needs are met. And their attendance is positive enabling them to access the curriculum.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Language and communication screening – staff CPD & resources</p> <p>Whole school INSET</p>	<ul style="list-style-type: none"> ✓ Baseline assessments ✓ End of program assessments ✓ Pre and post intervention data and progress analysis ✓ See also Early Reading Review – June 25 and Academy Development Plan 	1, 5, 6

<p>Dedicated CPD sessions in school.</p> <p>Dedicated intervention planning and assessment time to ensure the interventions are closely matched to the pupils needs – effective deployment of time and resources (inc human)</p> <p>Redeployment of 2 EYFS specialists to support specific interventions based around CLL and SALT.</p> <p>Clear clarification of entry and exit criteria for interventions to ensure pupils receive timely and appropriate support.</p> <p>Short cycle reviews to evaluate impact of intervention and support quickly and enable redeployment of support where needed.</p>	<p>High quality teaching and intervention improves pupil outcomes and progress. Effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Effective deployment of support staff and resources impact the progress and attainment of the children. Progress in both academic success and personal development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	
<p>CPD for English subject leader to enable her to explicitly support writing development</p> <p>CPD for all staff on the new DFE writing framework and implications</p>	<ul style="list-style-type: none"> ✓ Membership of Wolverhampton CLL assessment and tracking ✓ Access to staff training ✓ Primary network links with other English leads and specialists. ✓ Specialist training for lead teacher at the Trust <p>https://www.gov.uk/government/publications/the-writing-framework</p>	<p>2, 5, 6</p>

CPD for all staff on adaptive teaching approaches and tailored support with specific children.	https://my.chartered.college/impact_article/the-shift-to-adaptive-teaching-a-research-informed-guide/	
Teaching Support to aid facilitation: improve consistency across the year groups and increase writing and modelled writing opportunities in English and across the curriculum. This includes talk for writing, communication and vocabulary approaches.	<ul style="list-style-type: none"> ✓ Adaptive teaching in writing ✓ Modelled writing ✓ Scaffolding writing and editing approaches ✓ Change in spelling approach to aid writing fluency and transcription skills ✓ See separate Academy Development Plan https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1, 2, 5, 6

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Communication and screening tool – intervention programmes</p> <p>Clear clarification of entry and exit criteria for interventions to ensure pupils receive timely and appropriate support.</p> <p>Short cycle reviews to evaluate impact of intervention and support quickly and enable redeployment of support where needed.</p>	<ul style="list-style-type: none"> ✓ Baseline assessments ✓ End of program assessments ✓ ½ termly phonic assessments ✓ Pre and post assessment data 	1,2,5, 6
Redeployment of 2 EYFS specialists to	<ul style="list-style-type: none"> ✓ Internal data 	1,5, 6

support specific interventions based around CLL and SALT.	<ul style="list-style-type: none"> ✓ SALT referrals and work set https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
<p>Writing support small group interventions targeting specific skills.</p> <p>Clear clarification of entry and exit criteria for interventions to ensure pupils receive timely and appropriate support.</p> <p>Short cycle reviews to evaluate impact of intervention and support quickly and enable redeployment of support where needed.</p>	<ul style="list-style-type: none"> ✓ See baseline and CLL assessment data ✓ Internal Pupil Progress reviews/ meetings ✓ Internal and external moderation ✓ CLL writing review and intervention recommendations https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 and KS1	2, 5, 6
MHST support, sip and support sessions for families, bounceback and resilience sessions for children – targeted classes and individuals	<ul style="list-style-type: none"> ✓ Reduction in behaviour incidents ✓ Increase in self-regulation strategies being used. ✓ 	3,4,5, 6
Drawing and talking/ ELSA support and interventions to support EBSA/ attendance and SEMH needs	https://www.elsa-support.co.uk/ebsa-emotionally-based-school-avoidance/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	3,4,5, 6
<p>Implement rise and shine incitive to promote punctuality and support wider attendance.</p> <p>Work with the Local Authority HERO attendance drive.</p> <p>Attendance champion and attendance office to work with key families on a 1:1 basis s to develop personalised</p>	<ul style="list-style-type: none"> ✓ Also see school attendance action plan ✓ Also see school development plan ✓ Increase in disadvantage attendance ✓ Decrease in disadvantaged PA rate https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	3, 6

attendance strategies to take the time to remove barriers.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£10,650**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Mental Health and wellbeing – this includes implementing PP specific wellbeing success measure – attendance, behaviour, attitudes to learning, progress and pupil voice.</p> <p>UNICEF Rights Respecting Schools – Silver awarded Nov 2025</p> <p>Develop Rights team amongst staff to drive further forward.</p> <p>Working towards gold for Summer 2027</p> <p>Breakfast nurture provision</p> <p>Lunchtime provision</p> <p>HAVEN provision and interventions</p>	<ul style="list-style-type: none"> ✓ Pupil survey feedback ✓ Behaviour summary: permanent exclusions, suspensions, case studies ✓ UNICEF reports and documentation 	3,4,5, 6

<p>Forest Schools to be implemented</p>		
<p>Implement rise and shine incitive to promote punctuality and support wider attendance.</p> <p>Work with the Local Authority HERO attendance drive.</p> <p>Attendance champion and attendance office to work with key families on a 1:1 basis s to develop personalised attendance strategies to take the time to remove barriers.</p> <p>Introducing explicit attendance and persistent absence reduction targets for PP pupils to support focused improvement.</p>	<ul style="list-style-type: none"> ✓ Also see school attendance action plan ✓ Also see school development plan ✓ Increase in disadvantage attendance ✓ Decrease in disadvantaged PA rate <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	<p>3, 6</p>
<p>Community Engagement</p> <p>Appoint a community champion</p> <p>Increase parental engagement sessions</p> <p>Continue to strengthen links with families and wider community</p>	<ul style="list-style-type: none"> ✓ Stakeholder feedback- parents ✓ Parental engagement registers throughout 2025/26 <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2,3,4,5, 6</p>

Total budgeted cost: £ 45,650

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024/25

2024/25	Pupil numbers	All pupils	Pupil Premium Pupils	National attainment 2024	Local Authority
EYFS: GLD	25	72%	50%	75%	70%
PHONICS Y1	15	73.3%	50%	80% PP 68%	77%
PHONICS Y2 retake	22	50%	50%	55%	53%
KS1 READING	21	68.4% GD 0%			
KS1 WRITING	21	63.2% GD 0%			
KS1 MATHS	21	68.4% GD 10.5%			
MULTIPLICATIONS CHECK Y4	24	50% 25/25 88% above 20 Mean 23.4		34% 25/25	
KS2 READING	31	75% GD 25%	60%) GD 0	75% GD 28% PP 62%	
KS2 WRITING	31	78% GD 3%	80% GD 0	72% GD 13% PP 58% GD 6%	

KS2 MATHS	31	62% GD 13%	50% GD 20%	74% GD 13%	
KS2 COMBINED	31	53% GD 0	40% GD 0	62% GD 8%	

Externally provided programmes

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

Programme	Provider