

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 academic year) 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' CE Primary Academy
Number of pupils in school	400
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	July 2026
Date on which it will be reviewed	March 2027
Statement authorised by	Joanne Sharples Head Teacher
Pupil premium lead	Charlotte Morris Assistant Head Teacher
Governor / Trustee lead	Lead of disadvantaged children

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,840
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NA
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	£160,789

Part A: Pupil premium strategy plan

Statement of intent

Our school vision is at the heart beat of our school, “Encouraging each other, overflowing with hope,” allows children to flourish and ensures our commitment to the raising of standards for every child. This funding helps provide the support, resources and challenge that children will require in order to make and support progress.

It is important to recognise that all children and situations are unique and require various approaches. Through quality first teaching, the team at St. Thomas’ are aware of the strengths and areas of improvement needed. We seek to provide the appropriate provision that addresses all vulnerable groups’ needs and ensures they are supported appropriately. Through analysis of needs, the team will identify the priority groups and individuals to provide intervention. Not all children will receive this at one time.

Alongside research with the EEF, the context and challenges have been taken into consideration for the disadvantaged. Some of these include; less support at home, complex family situations as well as some behavioural and medical needs.

Demography and Context

St. Thomas’ CE Primary Academy is part of a Trust with nine schools located, which is in Boston a market town within Lincolnshire. We are a two-form entry school with a high demand for places.

Ultimate aims

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and as result achieve qualifications later on in life.

Challenges

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

Challenge number	Detail of challenge
1	Attendance for pupils with pupil premium is currently just below 94% and the gap with non PP is not closing at present. Positive relationships with families

	will need to be built quickly to identify the barriers and promote a sense of belonging.
2	Poor language and communication skills on entry – over recent years on entry to EYFS assessment has shown that support was required to help them communicate, identify their needs and engage with peers and adults. (23-24 50% 24-25 30%) Further assessments, observations and discussions with pupils across the school indicate underdeveloped communication and vocabulary among many disadvantaged pupils. This does vary year on year so has to remain a target. From our collation of evidence, oracy across the curriculum is required to promote talk and the further embedding of teaching the use of explicit vocabulary.
2	Low attainment on entry to EYFS in some areas – over time these have been the following areas: listening and attention, word reading, fine motor, writing, past and present and creating with materials (38%-46% not on track)
3	Low self-esteem and poor emotional well-being - Observations and discussions with staff, pupils & their families identify that some disadvantaged pupils need support managing their emotions and behaviour. Significant pastoral support is needed to ensure that these pupils are able to self-regulate – this will remove barriers to learning and will therefore impact progress – this can have a negative impact on attendance too.
4	Low attainment in times tables and Phonics - Although there has been improvement in the previous academic year for disadvantaged pupils (MTC 64%), it still has lower compared to those who are not disadvantaged. In Phonics the gap has widened 71% PP compared to non – PP 87%.
5	Lack of opportunities and experiences – from pupil dialogue and surveys

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
Pupils will attend school regularly 95% + and will be keen to fully engage with the wider experiences	Pupils will be keen to attend school and families will engage with recommended support recommended. Pupils access any support required to assist them in removing barriers to learning. Pupil voice will share why they love attending school and therefore will encourage others to attend too. Pupils will promote positive attendance to other peers and will explain the importance of it.

Pupils can engage in conversation in and out of the learning environment with improved speaking and listening skills	Pupils ask and respond to questions to peers and adults in and out of the classroom. Pupils are able to communicate their needs and feelings orally and across the curriculum and about the experiences and opportunities they have at our school. Pupils will use their vocabulary and language within play, different subjects and in their leadership roles. The children use their speaking and listening to support them in writing, their class worships and performances across the year.
Pupils will have access to a broad and balanced curriculum	Pupil voice will tell and show us that academic, social and emotional barriers are removed through a variety of carefully planned tasks and/or interventions including the use of scaffolds and adaptations . The curriculum is inclusive of all pupils and promotes the importance of all subjects. As a result of spiralling concepts children will be able to know more, remember more do more. Pupils will become experts in their subjects using key vocabulary and making connections. The personal development curriculum ensures mapped out trips, experiences and opportunities are provided for ALL children – this will widen their knowledge and experiences further than the school and local community. Pupils and families will discuss their enjoyment and benefits from such activities.
Pupils achieve their potential PP children will make at least expected progress and will achieve the expected attainment levels at different milestones: • GLD in EYFS • Y1 phonics screening • KS1 R, W, M, GPS • Y3,4,5 (standardised score >95) • Y4 multiplication check • KS2 R, W, M, GPS	Through pre-teach strategies, interventions such as RWI Fresh Start, Mobilise and Quality First Teaching at all times, PP children make at least expected progress at all the key primary school milestones.
Pupils and families will be supported emotionally and socially	In class and with the guidance of the SENDCo, DSL and outside agencies, support and guidance will be recommended, accessed and provided. There is parental engagement to support pupils' needs through activities sent home, held within school and through the support of EHA.

	Attendance will improve to 95.5% as a whole school and the gap between disadvantaged and non disadvantaged will narrow. SLT will discuss attendance and support for families weekly in safeguarding meetings and during SLTs.
Ensure a wide range of activities and experiences are promoted and weaved into the curriculum	Access to high quality cultural capital opportunities for all PP children to ensure a broad and balanced curriculum (including trips and competitions mapped out), and a wide variety of experiences is clearly mapped out by subject leaders . Extra-curricular clubs target pupils and encourage pupils with their passions and unique opportunities.

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: £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of class teacher and teaching assistants to target all year groups through adaptative teaching, responsive assessment and high expectations in Reading, Writing and Maths (multiplications and NCTEM KS1 Daily Maths)	Complementing high quality classroom teaching with tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups led by trained staff. Skilled staff will regularly evaluate the progress and identify strengths and next steps EEF +5 months Small group tuition = toolkit stand – EEF (RWI Phonics and Fresh Start programme) Reading comprehension interventions EEF tool kit + 6mo	2,3,4,5
DSL, Art Therapist and teaching assistants to deliver social and emotional interventions and learning interventions	While this remains a fundamental piece of research -NFER research 2015 has identified that addressing attendance and behaviour is a key building block in raising disadvantaged pupils' attainment – recent research May 2026, the Education Endowment Foundation (EEF) suggests that success <i>"is less about specific roles or structures, and more about the quality of relationships, culture, resourcing, and day-to-day practice across the school."</i> EEF Toolkit highlights the use of social and emotional learning can boost progress by an additional +4 months and behaviour interventions and parental involvement can add up to +3 months. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel With the additional need for Early Health Assessments and Children's Services involvement to be contacted or written, support is required.	1,3,4,5

	Adaptive teaching to be used within the class for whole class and small groups as well as being responsive to the needs at the time and moment.	
CPD internally and externally to evaluate and develop the curriculum to ensure meets the needs of all learners	https://culturallearningalliance.org.uk/what-is-cultural-capital/ The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment' Ofsted School Inspection Handbook 2025 https://assets.publishing.service.gov.uk/media/690b26c69456634d9795fde0/Schools_inspection_toolkit.pdf PDMs have been carefully planned and mapped out using evidence informed professional development and (EEF) instructional coaching through PDMs and TEAM TEACH opportunities, we will ensure there is a consistent implementation of effective classroom practise across the school. It will also train staff further in the reviewing and recommending ways to teach new knowledge, support and target key groups and support the teaching in the classroom following the teaching principles and subject progression grids.	1,2,4,5
Continuation of refining the delivery of Phonics and the explicit teaching of reading (fluency, vocabulary and comprehension)	According to the EEF toolkit, by embedding reading comprehension strategies it can increase progress by +6 months. It is recognised that fidelity to a scheme on https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation and access to decodable books should secure the children's knowledge and understanding.	1,2,3
Purchasing additional RWI books for EYFS and KS1 and Fresh Start for KS2	EYFS use Concept Cat as an additional vocabulary programme to support pupils to learn language concepts. This has been planned throughout the year and supports children making links with other curriculum areas i.e. Maths and Science and in their inside and outside play.	

Purchasing of CPG comprehension books KS2	UKS2 will continue to use Fresh Start as an intervention tool this year to support the reading and writing development. Those that have not passed the phonics test in Y2, will now access a specific synthetic programme recommended by SEND Hub.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £66,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of an additional teacher Y1,2,3 for 1:1 RWI phonics	The 'headline' attainment measure at Y1 for Phonics was 90% for the cohort and 71% for PP. In Reading at the end of KS1, the cohort 70% met ARE expectations and 71% PP achieved ARE – showing that this group has now closed the gap. The EEF research has shown that 1:1 has a slighter higher rate of progress of +5 months.	1,2,3
WELCOM programme for Speech and Language	On previous years, entry to Reception 50% entered at age related expectations (CL and PSED) and they leave at least inline with the national average. The EEF toolkit identifies that oral language interventions can boost progress by +8 months. The Nuffield Early Language Programme evaluations found children made on average 3 months of additional progress in language.	1,2,3,5
Use of additional teaching assistant in EYFS focusing on language		1,2,3, 5
In addition to quality first teaching additional interventions delivered by teachers and teacher assistants	To help remove barriers to learning and provide the supportive approach to the day, the EEF tool kit has shown that it can increase progress by + 4 months as well an interventions with teaching assistants across the school. This will begin in EYFS with Speech and Language and Phonics. Tutoring for pupils 1:1or small groups will target those disadvantaged pupils not on track to be ARE. The use of	1,3,4

	targeted feedback shows that there is a +6 months improvement. (EEF)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £43,789

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	Although the EEF has revised its findings about the impact of Breakfast Clubs, it still recognises that for KS1 it has a positive effect on behaviour and progress of +2 months and still reduces the number of children being hungry.	1,3,4, 5
Adult support to lead targeted 1:1 academic and social and emotional interventions	Beginning the day, with a friendly face and a welcome alongside the Interventions remove a barrier so early in the day. Pupils build secure and safe relationships which helps them to access daily reading or phonics support. The impact of this can be seen through research in the previous evidence as well as the May 2026 EEF attendance research. Breakfast Clubs Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	
Food provision		
Resources including Mindfulness for academic and social and emotional targeted activities	Use of the Road Hog bus Well-being Wednesday – planned out each half term Lunch time equipment and games including with the support of Playground Leaders. Access to the MHST Individual pathways for children to support accessing the classroom and the curriculum	
Extra and unique experiences linked to subjects for		

key year groups	The school ensures 'pupils have access to a broad, purposeful, and varied range of character-building opportunities. The school will explicitly check and track that pupils are accessing extracurricular activities, sports, outdoor learning, experiencing varied cultures and life skills.' The updated Ofsted 2026 framework / Department for Education's (DfE) enrichment framework	
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Total budgeted cost: £160,789

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 2025 to 2026 and a review of the current academic year.

July 2026-Data through internal and statutory assessments showed that the attainment gap for disadvantaged pupils compared to non-disadvantaged pupils has been closed or begun to close across Reading, Writing and Maths. This is a result of quality first teaching over time, targeted interventions specifically aimed at Pupil Premium and access to Breakfast Club. These have all been led by class teachers, teaching assistants, specialist teacher or access to outside agencies for recommendations and support. At KS2, attainment for Reading for pupils with pupil premium was 90%. Pupils outperformed non-pupil premium pupils by 16%! In Writing and Maths, the children performed at 76%. For Maths, pupils are in line with non-pupil premium pupils. Progress in KS2 saw 90% of PP children maintain progress in Maths and Reading including 40% making accelerated progress in Reading. In Writing 75% maintain progress and 40% make accelerated progress.

July 2026 - EYFS have been working hard to close the gap of DA children for GLD. They achieved 70% compared to 84% of non-DA children. In KS1, the disadvantaged are closing the gap with non-DA group. In Reading the DA pupils are outperforming the cohort by 1% (71%). In Maths and Writing, the gap has closed to a 10% difference showing the improvement. Progress from EYFS has shown that 100% have maintained progress including 25% accelerated progress in Reading. In Writing 83% have maintained progress and 92% in Maths including 25% making accelerated progress.

Currently, Y3-5 DA pupils are beginning to close the gap with non-DA for Maths and Writing and have closed the gap in Reading as they are working in line at 73%. In Year 6, DA pupils have begun closing the gap in reading at 62% and non DA are 67%. In Writing, the DA children have slightly outperformed the cohort.

Deploying an extra adult for Phonics coaching and smaller group sizes in Phonics, results showed positive progress for Y1 71% for PP (87% non PP). Teaching assistants were deployed to target PP children in reading fluency and Phonics – RWI Fresh Start across the school. However, there is still further improvement required to close the gap. In the MTC, PP pupils have now risen to 64% an increase of +46% in two years. This demonstrates how they are closing the gap.

As a school, we continue to recognise that the oracy of the children was on a decline as a result of the pandemic and so with the use of an additional teaching assistant in EYFS and using the speech and language programme 'Neli', pupils both disadvantaged and non-disadvantaged improved significantly in terms in communicating but communicating clearly and confidently for parts of the year.

Leadership opportunities have continued to be embedded this year to promote oracy and to see the vision in action i.e. The Church School Council, Junior Safeguarding Leaders, Playground Leaders, Mini Police, House and Sports Captains, Librarians, Digi Leaders and many subject experts. After applying and being interviewed for the roles, these children would deliver Collective Worship, educate other children and promote their enthusiasm for

school life as wonderful role models. This will continue next year too but trying to implement these into the wider community.

The Curriculum with the key drivers – Happy and Healthy, Safe and Secure, Aspiring to Achieve and Relationships has ensured that clearly mapped out experiences and opportunities have been devised. For example, first aid, bike ability, cleaning teeth, Road Hog bus etc... These have already been reviewed, planned and thought of carefully to ensure they are rich and something extraordinary for next year too. Extracurricular activities had been carefully selected and were used to target children to develop their skills and their own aspirations with 75% attending each term.

The DSL, SENDCo and Art Therapist have worked closely with this group and others 1:1 or in small groups across the school focusing on the emotional well-being of children to gently support remove any barriers in order for them to access and improve learning and flourish in many areas. They provided interventions and liaised with outside agencies such as Healthy Minds, Art Therapy, Grief and Loss etc... as well as ensuring parents were supported too. Many children were invited and targeted in Breakfast Club too (21% of PP accepted and attended). The SENDCo has devised certain personalised pathways for pupils too to support each child to flourish.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Mastering Number Programme	Maths Hub
WELCOM	GL Assessment
Art Therapy	To Bloom therapy
Playground Leader training	Lincs Sport Partnership

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	DSL support for Service PP children when required, which included meetings with parents.
What was the impact of that spending on service pupil premium eligible pupils?	Ensuring Service PP children are ready emotionally to learn; developing emotional resilience and attendance at Breakfast Club.

Further information (optional)

Additional activity

Our pupil premium strategy will be focused on delivering quality first teaching as this is the strongest method to improve outcomes as well as being supplemented by additional activities such as interventions and those that are not being funded by pupil premium or the recovery premium. That will include now using the training of the mental health lead to provide activities that focus on well being throughout the week. They will have selected activities focused on our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance and aspirations. Activities will focus on building life skills to develop our children into being caring, creative, critical thinkers, collaborators and communicators. Disadvantaged pupils will be encouraged and supported to participate. We will utilise our Leadership roles and opportunities target disadvantaged pupils to help raise their aspirations.

Planning, implementation, and evaluation

In planning our Pupil Premium strategy, we examined the gaps and needs of our children which have arisen and examined a range of evidence – this included our assessment data from 2025 and 2026, discussions with teachers, observations of children, scrutinies of books and pupil interviews.

In implementing the strategy, we explored a range of EEF guidance and information from the DfE to help us identify the pupils' needs and which activities would have the most impact on our children. We are keen to use a range of evidence to support the approaches which we use in school, which is something the EEF guidance and documents have been useful as a reference point.

We will be regularly reviewing and evaluating the impact of actions from the strategy at different points using assessment, pupil voice, visitors and audits and other wider tools– we understand that it is important to do this regularly and make suitable adjustments to the plan to secure better outcomes for pupils and ensure it is line with the latest EEF and other pedagogical research.

Year 6 PP Information

	Reading	Maths	Writing
2026	90%	76%	76%
2025	79%	90%	89%
2024	63%	69%	78%
2023	71%	42%	57%