

Pupil premium strategy statement

St Thomas Becket



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	410
Proportion (%) of pupil premium eligible pupils	12%
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)	24-25, 25-26, 26-27
Date this statement was published	November 2025
Date on which it will be reviewed	Aut 26
Statement authorised by	Diarmuid Skehan
Pupil premium lead	Diarmuid Skehan
Governor / Trustee lead	Mark Humphreys

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 83,955
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 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>	£83,955

Part A: Pupil premium strategy plan

Statement of intent

Our main goals are to ensure that Pupil Premium children's achievements are in line with their non-pupil premium peers.

This year our main priorities focus on the following areas:

1 Improve oral language skills and increase children's progress in reading for pupils eligible for PPG.

2 Improve personal, social and emotional skills for PP children through pastoral care pathways such as ELSA, Nurture or the school counsellor.

3 Improve academic attainment for PP children so that it matches their non-disadvantaged peers

4 Increase accessibility to enrichment experiences for pupils eligible for PPG.

5 Improve capacity of disadvantaged pupils to access learning at home.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills and development are lower for some pupils eligible for PPG than for other pupils. Their lack of access to reading/listening to high-quality children's literature will slow reading progress and language development in subsequent years. This is a growing challenge as the profile of pupils on entry changes.
2	Some pupils eligible for PP have limited out-of-school experiences, which limit vocabulary and understanding of the world. This is amplified by a lack of cultural capital, leading to some of our PP pupils not visiting museums, galleries, parks and other sites that typically boost pupils learning.
3	Some pupils eligible for PP have limited access to technology to continue their learning at home and also there is a lack of engagement or ability to support with home learning for some PP parents & carers. This is particularly evident with project work related to the wider curriculum
4	Rising mobility of PP pupils meant that we are having to get to know more PP pupils as some come into the area having be rehoused. This also presents a challenge as we put provision in place for some PP pupils who then are rehoused out of the area and have to leave St Thomas Becket.

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
Improve oral language skills and increase children's progress in reading for pupils eligible for PPG.	Pupils eligible for PP make rapid progress by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations.
Improve personal, social and emotional skills for pupils eligible for PP	Pupils are confident and happy to come to school to learn. Self esteem is raised. Attendance of these pupils matches their peers.
Increase accessibility of enrichment experiences for pupils eligible for PP.	All pupils eligible for PP take part in outof-school experiences and are included at all times, reducing financial barriers.
Improve capacity of disadvantaged pupils to access learning at home.	All disadvantaged pupils are able to access learning at home and their participation in home learning (such as project work) is at the same level of engagement as their peers.

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: £ 32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expectations of classroom environments includes a range of elements that will contribute towards improving children's vocabulary. E.g. language lab, guidance on choosing high quality books for daily story time	Documents such as 'Why closing the word gap matters' highlights the need to ensure there is effective provision for vocabulary within schools, particularly with disadvantaged children as they are less likely to have the opportunities at home. Systems established across the school ensure children are exposed to a wide range of vocabulary on a daily basis.	1, 3

<p><i>CPD for teachers with the focus on early language skills to enable high quality learning for all</i></p>	<p>Government guidance : 'We know the first years of a child's life can be the most formative, which is why this Government is making it a priority to make sure all children have the best start in life. Speaking and communicating with confidence sets a child up for success in life, so it's vital that we support children to grow in confidence with these skills – especially those for whom English is not their first language or who have been more isolated during the pandemic than their peers'</p>	<p>1, 3</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 28,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early years baseline for speech and language will be taken and interventions will take place for children with identified language delay.</p>	<p>On entry to Reception some children will require further support to bring them up to Age Related Expectation with regards to reading. Early Years intervention can prove to give on average 5 months progress based on the EEF.</p>	<p>1</p>
<p><i>Focus phonics and guided reading/ reading fluency groups to be implemented, providing children who are low attaining in reading and phonics the opportunity to read more frequently with an adult.</i></p>	<p>EEF shows that oral interventions have an impact of +5 months. Children who do not read regularly will be able to develop fluency with further support in school.</p>	<p>1,3</p>

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

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counsellor provides a range of social and emotional based interventions	EEF shows that social and emotional learning has a moderate impact of 4 months gained for children who require further social and emotional development, including improving their self-management of emotions and cognitive elements of learning	2
Mental Health lead and ELSA/nurture staff have to continue to develop whole school and in class approaches to support children with self- regulation and understanding their emotions.	As per the EEF school approaches to selfregulation have a low cost but a high impact with the potential of +7 months gained.	2
Zones of Regulation programme introduced for targeted pupils in KS2.	<p>Universal behaviour systems are unlikely to meet the needs of all your students •</p> <p>For pupils with more challenging behaviour, the approach should be adapted to individual needs</p> <p>Teachers should be trained in specific strategies if supporting pupils with high behaviour needs</p>	2

Total budgeted cost: £ 84,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Attendance for the FSM group was 94.2% for the academic year 24-25, significantly higher than the 'FFT National' figure of 92.1 for the same group. This was only marginally lower than the attendance of the 'all' category, which was at 95.9% for STB pupils.
- 38 disadvantaged pupils attended at least one free enrichment club each term in 2024-2025, which was higher than the 'all school' average.
- As there were an average of 6.2 disadvantaged pupils in each year group, only 4/7 year groups had 'statistically significant groups of PPG pupils. As an overall cohort, 78% of PPG pupils made expected progress year-on-year, compared to 83% of all pupils attending St Thomas Becket.
- In EYFS, PPG pupils achieved an average of 13.3 ELGs, 1.1% higher than the national average for disadvantaged.
- In phonics, 3 out of 4 disadvantaged pupils passed the phonics screen, with a 75% pass rate exceeding the national average for all yr1 pupils. (no disadvantaged pupils retook the screen in Yr2)
- In Yr4, 8/11 disadvantaged pupils achieved a score of 20+ in the MTC test, placing this group higher than 'all pupils' nationally.
- In Yr6, disadvantaged pupils did less well than their non-disadvantaged peers in national tests. Of the 9 disadvantaged pupils only 3 achieved At+ in RWM combined, with one disadvantaged pupil achieving GD in RWM combined. Of the 6 pupils who did not achieve At+, all 6 were on the SEND register, with 4/6 having EHCPs.

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
N/A	