Pupil premium strategy statement 2023-2026

School overview (updated Autumn 2026)

Detail	Data
School name	St Thomas Cantilupe
Number of pupils in school	221 (including nursery) 191 (R-Y6)
Proportion (%) of pupil premium eligible pupils	25.1%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	30.10.23, 21.10.24, 15.10.25, 09.10.26
Date on which it will be reviewed	20.10.27
Statement authorised by	Asha Begley
Pupil premium lead	Laura Hackett
Governor / Trustee lead	Andrew Teale

Funding overview

Detail	Amount this year
Pupil premium funding allocation this academic year	£77,090
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31 2024*	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£77,090

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for pupil premium pupils is the same as for all our pupils. We are here to light up learning for every member of our school community. We are a school that is diverse, inclusive, determined and has a desire to serve our children and community. Our aim is to develop lifelong learners who thrive in our care and whose lights shine brightly as the heart and future of our world.

- To close the attainment gap between disadvantaged and non-disadvantaged pupils
- To ensure all pupils reach the expected standard by Y6

Our strategy works towards achieving those objectives by focusing on what makes most difference –quality first teaching. This in conjunction with overcoming barriers such as poor attendance, adverse early childhood experiences, early weak language skills and in some cases complex family circumstances. There is not a 'one size fits all' process. Staff knowledge of children, close relationships with families and flexibility in order to meet changing needs work towards achieving our objectives. Barriers are:

- Learning gaps – in year transfer, prior experiences
- Low attainment on entry either in reception or IYT – due to some of above
- Poor attendance
- Adverse early childhood experiences and/or family circumstances
- Oracy

We will overcome these barriers through a range of strategies outlined in the EEF guidance documentation. Below are some examples of the support given with decisions based on robust diagnostic assessment. These examples will and have changed based on the needs of children at St Thomas.

- Small group work with experienced teacher/teaching assistant focused on overcoming gaps in learning
- 1-1 support and/or over teaching
- Access to all activities/residentials /opportunities to engage with extracurricular clubs
- 0.8 SENDCO for PP children with SEND
- Specialist learning software for reading and maths
- EAL lead
- School counsellor
- CPD for staff – Little Wandle phonics, reading, NCETM Maths hub, Talk for Writing, Mary Myatt
- Family learning mentor

Challenges

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

Challenge number	Detail of challenge
1	Varying previous experiences and in year transfers from countries without English as a first language
2	Maths - language and understanding in problem solving and reasoning KS2 recall of TT (foundational skills)
3	Writing - focus on structure and spelling patterns, common errors, handwriting (foundational skills)
4	Reading – lack of prior experience, lack of home support and engagement (foundational skills)
5	Adverse childhood experiences/ SEMH
6	Variability of face to face engagement with parents
7	Attendance and punctuality
8	Oracy
9	Limited cultural capital

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
All children have secure assessment	Monitoring shows next steps for every child are precise, shared and acted upon
EYFS attainment	GLD percentage above national
Reading attainment improves	Standards in phonics are at/above national Standards in reading are at/above national for Y2 Y6
Maths attainment improves	Standards in maths are at/above national for Y2 Y6 Standards in Y4 multiplication check are at/above national Gaps in all other year groups closing for PP children
Writing attainment improves	SWST spelling ages show increased coherence and attainment across groups Standards in writing are at/above national for Y2 and Y6 SPAG scores at/above national

PP GDS attainment improves	Standards in reading, writing, mathematics and GPS at GDS are at/above national for Y2 and Y6 Gaps in GDS in all other year groups closing for PP children
Children have a love of reading and read widely across subjects	Standards in reading are at/above national for Y2 and Y6 Standards in phonics are at/above national for Y1 and Y2
All PP children have access to specialist counselling where necessary	Children's barriers to learning are reduced and develop resilience as a result of interventions and well-being support.
Parental engagement with learning is good	Children are supported with daily reading, phonics and homework. Data from online learning records and virtual learning platforms supports this. Increase the number of families attending parent evenings/events.
Attendance is good	Attendance overall and at PA is better than national
Oracy	Children are able to articulate their thinking verbally Children speak in whole sentences to explain their thinking and learning.
Cultural capital	Representation at extra-curricular activities Accessibility to cultural capital experiences

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: £ *34,090*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of accurate system of assessment which pinpoints next steps	Embedding Formative Assessment | EEF The Great Teaching Toolkit - Evidence Based Education	1,2,3,4
Inclusive practice	Five a day: supporting high-quality teaching for pupils with… | EEF EEF Blog: What do we mean by 'knowledge rich' anyway? | EEF Curriculum and Assessment Review: interim report	1, 5, 6, 7, 8, 9

Mary Myatt training High challenge, low threat tasks, stem sentences Task design	Great teaching Toolkit https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom	1, 3, 4, 6, 8, 9
Talk for writing training	The writing framework Improving Literacy in Key Stage 2 | EEF EEF | Early Literacy	1, 3, 4, 8
NCETM maths mastery SHaW workgroups and leadership groups	Mastery learning | EEF (educationendowmentfoundation.org.uk) EEF | Early Mathematics Improving Mathematics in Key Stages 2 and 3 | EEF	1, 2, 5, 6, 8, 9
WellComm Whole school teaching for reception and nursery	WellComm - GL Assessment	1, 5, 6, 8
Ensure the structured reading curriculum across Key Stage 1 and 2 is embedded so that it enables pupils to make accelerated progress.	Reading comprehension strategies | EEF The Reading House | EEF	1, 4, 5, 6, 8, 9

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

Budgeted cost: £ *30,931*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths intervention including over teaching, TT rock stars, mastery Funkey Maths, Maths Whizz Y3 and Y6, additional Mastering Number	Literacy and numeracy catch-up strategies (publishing.service.gov.uk) Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)	2, 5, 6, 8
Phonics, Reading, spelling and writing interventions eg TRUGS, Little Wandle, Dandelion reader (KS2/EAL), Ninja Comprehension	Phonics | EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)	1, 3, 4, 5, 6, 8
Handwriting – Penpals and Little Wandle	The writing framework - GOV.UK	3, 5, 6
Language intervention WellComm, communication book, Widgit	Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1, 4, 5, 6, 8
1:1 and small group targeted support	Small group tuition | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5, 8, 9
EHCP PP intervention teaching and life skills approach	Improved confidence, resilience and SEMH (DFE evaluation Life Skills Programme 2021) Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk)	2, 3, 4, 5, 8, 9

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

Budgeted cost: £ *12,069*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling service	Anxiety is a key barrier to children's attendance and level of attainment (www.acamh.org)	5, 6, 7

	EEF confirms 4 months additional progress Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk)	
Tracking of enrichment	Improved confidence, resilience and social skills as well as communication.	5, 6, 7, 9
Links with LA active families team and Talk Community	Improved confidence, resilience and social skills as well as communication. Parental engagement | EEF Working with Parents to Support Children's Learning | EEF (educationendowmentfoundation.org.uk)	5, 6, 7, 8, 9
Parental engagement with learning via on site sessions and Seesaw	Parental engagement | EEF Working with Parents to Support Children's Learning | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 6,
Family learning mentor	Working together to improve school attendance (applies from 19 August 2024) Toolkit for schools: communicating with families to support attendance - GOV.UK	1, 5, 6, 7
Music enrichment (choir opportunities, 1:1 music tuition)	Opportunity for all - Strong schools with great teachers for your child (publishing.service.gov.uk)	1, 5, 6, 7, 9
Family learning mentor supporting service children (AFC)	A dedicated member of staff for service families.	1, 5, 6, 7

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Overall outcomes for pupil premium children are excellent at STC. Both when compared to national overall, national disadvantaged and in house the strategy has shown to be working.

Early years

2023

Children who are disadvantaged achieved a higher level of GLD than those who are not (71% compared to 63%.) Their GLD is above national for PP and all children.

2024

Children who are disadvantaged achieved the same level of GLD as those who are not (75% compared to 76%). Their GLD is above national for PP and all children.

2025

Children who are disadvantaged achieved a higher level of GLD as those who are not (80% compared to 75%). Their GLD is above national for PP and all children.

2026

Children who are disadvantaged achieved a higher level of GLD as those who are (80% compared to 77%). Their GLD is above national for PP and all children.

Phonics Y1

2023

100% disadvantaged children met the standard compared to 83% non PP. This is above national and local overall and above national and local for disadvantaged children.

2024

5 out of 6 disadvantaged children met the standard (83%). 23 out of 24 non PP children met the standard. Overall 94% met the standard. All measures are above local and national.

2025

100% disadvantaged children met the standard compared to 85% non PP. This is above national and local overall and above national and local for disadvantaged children. Overall 90% met the standard.

2026

100% disadvantaged children met the standard compared to 92% non PP. This is above national and local overall and above national and local for disadvantaged children.

Phonics Y2

2023

100% disadvantaged children met the standard compared to 95% non PP. This is above national and local overall and above national and local for disadvantaged children.

2024

100% disadvantaged children met the standard compared to 94% non PP. This is above national and local overall and above national and local for disadvantaged children.

2025

100% disadvantaged children met the standard compared to 92% non PP. This is above national and local overall and above national and local for disadvantaged children.

2026

100% of Year 2 children (3 children) met the standard. There were no Year 2 phonic screening retakes for disadvantaged children. They all passed in Year 1.

Y4 Multiplication check

2023

Disadvantaged children scored an average of 19 whilst non disadvantaged children scored an average of 23. 40% of disadvantaged children scored full marks, 43% non disadvantaged did.

2024

Disadvantaged children scored an average of 19 whilst non disadvantaged children scored an average of 23. No disadvantaged children scored full marks, 30% non disadvantaged children did. 9 of 28 children scored 24.

2025 (11 pupils including one EHCP)

Disadvantaged children scored an average of 22 whilst non disadvantaged children scored an average of 24 demonstrating a closing gap. 64% disadvantaged children scored full marks, 75% non disadvantaged children did also demonstrate closing the gap.

2026

Disadvantaged children scored an average of 21 whilst non disadvantaged children scored an average of 23. 57% disadvantaged children scored full marks compared to 55.6% non disadvantaged children.

Y6 SATs

2023

Reading 75% disadvantaged children were expected. 25% were greater depth. This is in line with national overall and above national for disadvantaged children. At STC 83% non disadvantaged children were expected, 50% were greater depth. There was a gap at greater depth between disadvantaged/non disadvantaged at STC in Y6 last year. Progress score for reading was 1.7.

Writing. 76% disadvantaged children were expected. 13% were greater depth. This is in line with national overall and above national for disadvantaged children. At STC 84% non disadvantaged children were expected, 17% were greater depth. There is a one child gap at STC in writing. All outcomes were at or above national level. Progress score for writing was 2.6.

Maths 75% disadvantaged children were expected. 25% were greater depth. This is in line with national overall and above national for disadvantaged children. At STC 84% non disadvantaged children were expected, 42% were greater depth. There is a gap at GDS STC in maths. All outcomes were at or above national level. Progress score for maths was 3.5.

GPS 88% disadvantaged children were expected, 13% were greater depth. Both above national. Non disadvantaged children were 83% expected and 25% greater depth. There is a small gap at greater depth.

2024 – attainment only

Reading 100% disadvantaged children were expected. 13% were greater depth. This is above national overall and above national for disadvantaged children at expected, it is in line at greater depth. At STC 86% non disadvantaged children were expected, 18% were greater depth. Disadvantaged children had better outcomes than non disadvantaged children at expected at STC. There was a one child gap at greater depth between disadvantaged/non disadvantaged at STC in Y6 last year.

Writing. 75% disadvantaged children were expected. 38% were greater depth. This is in line with national overall at expected, above national at greater depth and above national for disadvantaged children by both measures. At STC 82% non disadvantaged children were expected, 9% were greater depth. There is a one child gap at STC in writing at expected. Disadvantaged children had significantly better outcomes at greater depth than non disadvantaged.

Maths 88% disadvantaged children were expected. 13% were greater depth. This is above national overall and above national for disadvantaged children at expected, it is in line at greater depth At STC 82% non disadvantaged children were expected, 28% were greater depth. The GDS gap narrowed. Expected outcomes were above national.

GPS 88% disadvantaged children were expected, 25% were greater depth. Both above national for disadvantaged children. Non disadvantaged children were 86% expected and 27% greater depth.

2025 – attainment only - 7 disadvantaged children (including 5 SEND)

Reading 57% disadvantaged children were expected or above. 14% were greater depth. At STC 87% non disadvantaged children were expected, 30% were greater depth.

Writing. 71% disadvantaged children were expected. None were greater depth. At STC 87% non disadvantaged children were expected, 22% were greater depth.

Maths 71% disadvantaged children were expected. None were greater depth. At STC 86% non disadvantaged children were expected, 43% were greater depth.

GPS 43% disadvantaged children were expected. None were greater depth. Both above national for disadvantaged children. Non disadvantaged children were 87% expected and 48% greater depth.

2026 – attainment only – 8 disadvantaged children (including 5 SEND, 2 of which had a EHCP)

Reading 50% disadvantaged children were expected or above. None were greater depth. At STC 56% non disadvantaged children were expected, 17% were greater depth.

Writing 63% disadvantaged children were expected or above. 13% were greater depth. At STC 83% non disadvantaged children were expected, 17% were greater depth.

Maths 38% disadvantaged children were expected or above. 0% were greater depth. At STC 61 % non disadvantaged children were expected, 6% were greater depth.

GPS 38% disadvantaged children were expected or above. 0% were greater depth. At STC 78% non disadvantaged children were expected, 11% were greater depth.

Attendance

2023

All 94.8% overall attendance, 12.9% persistent absence

Disadvantaged 93.4% overall attendance, 25.6% persistent absence

Non disadvantaged 95.3%, 8.3% persistent absence

2024

All 95.8% overall attendance, 3.9% persistent absence

Disadvantaged 94.9% overall attendance, 8% persistent absence

Non disadvantaged 96.2% overall attendance, 2.3% persistent absence

Significant improvement in attendance for disadvantaged children, 1.5% increase overall attendance

Rate of improvement in disadvantaged attendance better than non disadvantaged

Significant improvement in PA for disadvantaged children, reduction of 17.6 in one year

Attendance for disadvantaged children better than national overall and at PA

2025

All 96.4% overall attendance, 6.1% persistent absence. Overall attendance well above national and PA well below national.

Disadvantaged 95.3% overall attendance, 7.8% persistent absence (4 chn) above national average overall and for disadvantaged. Below national for PA overall. Gap closing compared to last year.

Non disadvantaged 96.8% overall attendance, 5.4% persistent absence (7 chn) above national average overall and for disadvantaged. Below national for PA overall.

There has been an improvement in attendance for both non-disadvantaged and disadvantaged pupils.

Attendance for disadvantaged children better than national overall and at PA

The gap that remains will be closed in 2025-26 with additional support from Family learning mentor.

2026

All 96.6% overall attendance, 2.9% persistent absence. Overall attendance above national and PA well above national.

Disadvantaged 95.9% overall attendance, 3.1% persistent absence. This is above national overall and the PA is below national.

Non disadvantaged 96.9% overall attendance, 2.9% persistent absence. This is above national average overall and below national for PA overall.

There has been an improvement again in the attendance overall.

Attendance for disadvantaged children is better than national overall and at PA.

The gap has improved since last year using the additional support from the Family learning mentor. We will continue to use this support to improve the gap further in 2026-2027.

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
Talk for writing	Pie Corbett
WellComm	GL
Mastery in mathematics	NCETM
EAL strategy and leadership	Bell Foundation
Times Table Rockstars	TT Rockstars
Maths Whizz	Whizz Education