

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium funding for the 2025 to 2026 academic year 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 of Canterbury Primary School
Number of pupils in school Pre-School - Year 6	211
Proportion (%) of pupil premium eligible pupils Pre-School - Year 6 = 38 pupils	18%
Academic years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2028
Statement authorised by	Louise Clements Headteacher
Pupil premium lead	Lauren McKay SENCO
Governor / Trustee lead	Gillian Akers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,998.76
Recovery premium funding allocation this academic year	£0
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	£52,998.76

Part A: Pupil premium strategy plan

Statement of intent

St Thomas of Canterbury is a welcoming and inclusive faith school with a dedicated and enthusiastic staff team. Guided by the teachings of Jesus and our mission statement, “*Let all that you do be done with love*”, we strive to be a loving, caring and spiritual community. Our Governors and staff recognise their responsibility to nurture every child’s growth in many ways, placing particular emphasis on their spiritual development within the Catholic faith. As a whole school, we promote the values of “Ready, Respectful and Safe” as a meaningful way of living out the Gospel values each day.

We are a one-form-entry Catholic school in the south-west of Sheffield, welcoming children into our community from the age of three in our Pre-School. We are also fortunate to have an Integrated Resource provision, which offers additional support for children whose primary need is a complex physical disability.

At St Thomas of Canterbury, we believe that all pupils—regardless of their backgrounds or any challenges they may face—are capable of high achievement, and every member of staff plays a vital role in making this a reality. Our aim is for every child to take ownership of their learning, make strong progress, and achieve highly across the curriculum. We share a collective understanding of the impact that disadvantage can have on pupils’ learning, and our staff speak with one voice about our ambition for every child. We recognise the responsibility we each hold in addressing educational disadvantages. The purpose of our Pupil Premium strategy is to ensure that disadvantaged pupils are effectively supported so that they can achieve these goals and leave St Thomas of Canterbury with the best possible life chances, in line with their peers.

We draw on our trauma-informed approach and our understanding of positive learning behaviours when considering the challenges faced by all pupils. It is our intention that every action we take—whether improving teaching across the school, delivering targeted interventions, or implementing wider strategies—addresses these needs and is grounded in a strong, evidence-based foundation.

At the heart of our approach is a commitment to the continuous development and improvement of high-quality first teaching, which we know has the greatest impact on pupil outcomes. We place a strong emphasis on explicitly teaching and reinforcing positive learning behaviours—such as active listening, tracking the speaker, staying focused, and being ready to learn—which provide the foundations disadvantaged pupils need to thrive. Alongside this, we use evidence-informed teaching approaches that support pupils in making meaningful progress, including metacognition, meeting learners where they are, checking for understanding, using precise questioning, and providing clear success criteria. Our work in these areas has already shown significant benefits for all pupils, while making a notable contribution to closing the attainment gap and supporting children with SEND. Within our targeted interventions, the explicit teaching and reinforcement of these learning behaviours remain central to ensuring that every pupil can make strong, sustained progress.

The strategy we are moving to adopt will form a central part of our whole-school approach over the next three years. We have carefully explored current needs across the school and identified actions that will have the greatest impact for all pupils, with particular benefits for those who are disadvantaged, including those who are significantly behind their peers. Our plan is designed to ensure that every child is supported to make strong progress and achieve in line with their potential.

Alongside our whole-school approaches to addressing common barriers, individual needs will be met through targeted academic support and carefully planned interventions. These will be offered to pupils who are disadvantaged as well as those who are significantly behind in their learning. Identification for additional support will be based on assessment, observation, and teacher insight, with progress monitored closely through ongoing assessment. Regular pupil progress meetings will be used to review impact, refine provision, and ensure that each intervention continues to meet pupils' needs effectively.

Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with children indicate that children are more passive in their learning and lack independence.
2	Observations and discussions with children and parents have shown that emotional regulation continues to be a barrier for many children, resulting in those children being unable to access and attend to their learning as they are not properly regulated to do so.
3	Observations and discussions with children and staff indicate that children have difficulty in effectively recalling and explaining what they have understood about their learning.
4	Observations and discussions with staff have shown that children lack resilience both socially and academically (links to challenges 1, 2 and 3).

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
CHALLENGE 1 Pupils will demonstrate greater ownership of their learning, engaging actively and independently in lessons. They will set goals, monitor their own	<u>Qualitative</u> Pupils are able to articulate what they are learning, why it matters, and what steps they need to take to achieve their goals.

<p>progress, and reflect on their learning, showing increased confidence, curiosity, and resilience.</p> <p>Teachers will report a noticeable shift towards proactive participation, with pupils applying key learning behaviours consistently across the curriculum.</p> <p>(links to metacognition and self-regulation training, Rosenshine's principles and ordinarily available provision SSG)</p>	<p>Pupils independently plan, organise, and manage tasks without constant adult prompting.</p> <p>Children ask for help thoughtfully, after reflecting on the task and identifying the areas they find challenging.</p> <p>Pupils demonstrate curiosity by asking relevant questions, exploring ideas, and seeking out additional resources.</p> <p>Pupils engage in regular self-reflection, identifying strengths, areas for improvement, and strategies to progress.</p> <p>Teachers observe a marked increase in participation, with pupils volunteering ideas, contributing to discussions, and showing persistence in problem-solving.</p> <p>Positive learning behaviours—such as listening attentively, tracking the speaker, and staying on task—are consistently demonstrated across different subjects and activities.</p> <p>Quantitative</p> <p>Increase in the percentage of pupils completing tasks independently, as recorded in teacher observations or lesson monitoring (e.g., target: 80% of pupils showing independence by end of year).</p> <p>Number of self-reflection activities completed by pupils each term, with evidence in books or reflection sheets.</p> <p>Increase in pupil-initiated questions or contributions during lessons, tracked via observations/learning walks.</p> <p>Reduction in the frequency of adult prompts needed for task completion (tracked through lesson/teacher observation).</p> <p>Monitoring of learning behaviours across subjects using a school-wide tracking system, showing improvement in engagement and focus for the majority of pupils.</p>
<p>CHALLENGE 2</p> <p>Pupils demonstrate improved emotional regulation, enabling them to engage with learning more consistently and access lessons fully. They develop</p>	<p>Qualitative</p> <p>Pupils are able to recognise and articulate their emotions and the triggers that affect their learning, supported by the Zones of Regulation curriculum.</p>

<p>strategies to manage their emotions, respond positively to challenges, and participate confidently in classroom activities.</p> <p>(Zones of Regulation, Positive Regard and Trauma Informed Practice)</p>	<p>Pupils demonstrate appropriate self-regulation strategies (e.g., calming techniques, positive self-talk) during lessons and transitions.</p> <p>Teachers and support staff report fewer incidents where pupils are disengaged due to emotional dysregulation.</p> <p>Pupils show increased resilience when faced with challenges, responding calmly and seeking support when necessary.</p> <p>Quantitative</p> <p>Reduction in the number of recorded emotional regulation incidents disrupting learning (tracked via CPOMs).</p> <p>Increase in the proportion of lessons where pupils are fully engaged and able to complete tasks, as observed by teachers.</p> <p>Number of pupils consistently using identified self-regulation strategies independently (tracked through observation or pupil voice).</p> <p>Improvement in pupil wellbeing survey results, showing increased confidence in managing emotions and accessing learning.</p>
<p>CHALLENGE 3</p> <p>Pupils develop stronger recall and communication skills, enabling them to confidently explain and apply their understanding across the curriculum. They demonstrate a deeper understanding of key concepts and are able to articulate their learning clearly.</p>	<p>Qualitative</p> <p>Pupils can verbally summarise or write about what they have learned in their own words.</p> <p>Pupils are able to make connections between prior and current learning and explain these links.</p> <p>Teachers observe pupils actively using strategies to recall key information, such as retrieval practice or self-quizzing (based on Rosenshine's Principles and formative assessment strategies).</p> <p>Pupils demonstrate increased confidence in discussing their learning with peers and adults.</p> <p>Quantitative</p> <p>Increase in the proportion of pupils able to accurately recall key knowledge during formative assessments or quizzes.</p> <p>Improvement in pupil responses to targeted questioning in lessons, measured through teacher observations or lesson data.</p>

	<p>Evidence of pupils using retrieval and recall strategies in independent work, tracked through book looks or pupil voice.</p> <p>Improvement in assessment results showing mastery of previously taught concepts over time.</p>
<p>CHALLENGE 4</p> <p>Pupils develop greater resilience, demonstrating perseverance in their learning and confidence in social interactions.</p> <p>They respond positively to challenges, learn from mistakes, and engage constructively with peers and adults.</p>	<p>Social:</p> <p><u>Qualitative</u></p> <p>Pupils show confidence in social situations, collaborating effectively and resolving conflicts calmly, as observed by teachers.</p> <p>Pupils demonstrate empathy, patience, and positive communication with peers, observed by teachers.</p> <p>Pupils can articulate strategies they use to manage social challenges or setbacks, measured by pupil voice.</p> <p><u>Quantitative</u></p> <p>Reduction in incidents of conflict, withdrawal, or negative interactions recorded on CPOMs.</p> <p>Improvement in teacher and peer ratings of collaboration, confidence, and resilience in social contexts.</p> <p>Positive shifts in pupil self-assessment or wellbeing surveys related to coping with social challenges.</p> <p>Academic:</p> <p><u>Qualitative</u></p> <p>Pupils demonstrate persistence when faced with challenging tasks, seeking solutions rather than giving up, as observed by teachers.</p> <p>Pupils reflect on mistakes and setbacks, identifying strategies to improve and progress, as observed by teachers and recorded in pupil voice.</p> <p>Teachers observe pupils maintaining focus and engagement during learning, even when tasks are difficult.</p> <p><u>Quantitative</u></p> <p>Reduction in instances of disengagement or incomplete tasks due to difficulty or frustration, as recorded on CPOMs or noted in behaviour books.</p>

	<p>Increase in the number of pupils completing challenging tasks independently or with minimal support, as observed by teachers and recorded in teacher voice/feedback books.</p> <p>Improvement in statutory and in-class assessment outcomes or progress measures over time.</p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £26,499 (50%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Metacognition training (SLT - whole staff roll out September 2026, key ideas drip fed 2025-26):</p> <ul style="list-style-type: none">- leaders through Learn Sheffield/HRS sessions- whole staff in regular PDMs- use of 'tips and reminders' in the bulletin to support implementation.- Class prompt sheet used for scaffolding of both teacher and pupil metacognitive talk. <p>In school:</p> <p>Using appropriate strategies from Rosenshine's Principles of Instruction, opportunities will be provided in each lesson for teachers to model thinking and tasks using metacognitive approaches. Children use them through the 'I do, we do, you do' approach.</p> <p>Use of Widgit Online to break down tasks, instructions and vocabulary.</p>	<p>Strong evidence base that improving metacognition and self-regulation will improve independence and motivation in all children, leading to improved SEMH and self-regulation.</p> <p>EEF Guidance report on Metacognition and self-regulated learning.</p> <p>Tom Sherrington's Rosenshine's Principles in Action – based on cognitive science also listed in the EEF Cognitive Science Approaches in the Classroom: A review of the evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</p> <p>Tom Sherrington's Teaching Walkthrus; 5 Step Guides to Instruction Coaching.</p>	1, 2, 3, 4
Sustained CPD focused on Rosenshine's Principles, followed by SLT-led monitoring to assess and support implementation in practice.	Tom Sherrington's Rosenshine's Principles in Action – based on cognitive science also listed in the EEF Cognitive Science Approaches in the Classroom: A review of the evidence.	1, 3

	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom	
Range of SEND specific CPD for newly appointed SENCO.	<p>NPQSENCO qualification (enrolled in February 2025).</p> <p>Fusion SEND Hub events/bought-in support.</p> <p>Locality SEND networking, support and locality bought-in support.</p>	1, 2, 3, 4
Protected time for SCITT/ECT mentors to work with teachers to ensure wellbeing is prioritised and messages from training and SLT are being received and understood. Support from mentors on classroom practice related to the challenges listed above.	Wellbeing and workload are key push-factors for teachers leaving the profession. The people in school who are tasked with mentoring and supporting them must have adequate time in which to do this, to improve overall retention of staff who may otherwise leave.	1, 2, 3, 4
Disadvantaged pupils' attainment and progress a key focus of pupil progress meetings and, where relevant, performance management. Supporting teachers to take and want responsibility for securing positive outcomes for their most vulnerable learners.	Keeping disadvantaged pupils high profile and at the forefront of teachers minds through progress meetings and appraisal outcomes supports overall teacher investment in these learners.	1, 2, 3, 4

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

Budgeted cost: £18,549.57 (35%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retrieval of times tables and number bonds through Times Tables Rockstars and NumBots which will increase stamina, fluency, confidence and engagement.	<p>Building up long-term memory and developing schemas to ease pressure on working memory.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</p>	1, 3, 4
Early maths intervention to increase stamina, fluency, confidence and engagement,	Building up long-term memory and developing schemas to	1, 3, 4

<p>supported by assessment, maths meetings and teacher feedback.</p>	<p>ease pressure on working memory.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</p>	
<p>Early speech & language intervention through LEAP, VIP and NIP</p>	<p>These approaches are written by and recommended by Sheffield NHS Speech and Language service based on research from I Can https://ican.org.uk/ and supported by SLCF https://www.slcfframework.org.uk/</p> <p>We have seen evidence in school that these have had a positive impact on the children participating as they have made significant progress.</p>	<p>1, 3, 4</p>
<p>Development of SENCO and TA knowledge to utilise assessment tools and screeners to aid in early identification and timely referrals to appropriate organisations.</p>	<p>Early identification is key to being able to establish and embed the most effective support and outside-agency involvement for the child. The identification of barriers early on in the child's school-life supports SEMH as being able to meet need effectively will reduce instances of dysregulation due to unmet need.</p>	<p>1, 2, 3, 4</p>
<p>Following the success of The Ark (short-term SEMH resourced provision) in meeting the needs of a number of children in 2024/25, development and establishment of a resourced provision via the Integrated Resource to deliver core teaching and learning within a nurture focused environment.</p>	<p>Advice from ASCETS (Sheffield Autism Advice Service) and FUSION (Sheffield L.A SEND Consultancy).</p>	<p>2, 3, 4</p>

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

Budgeted cost: £7,950.19 (15%)

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Behaviour Policy - Teaching and celebrating positive self-regulation and learning behaviours/strategies</p> <p>Continued use and development of Golden Time to establish and develop good learning behaviours and engagement.</p>	<p>Paul Dix- 'When The Adults Change, Everything Changes'- a well-regarded approach to behaviour management and relational practice which is used successfully by many schools nationwide. Our behaviour policy is based on the values of 'Ready, Respectful, Safe' which underpin the evidence and practice in this book.</p> <p>Approaches and practices advocated by Trauma-Informed Schools UK, Positive Regard, Low Arousal, the Healthy-Minds Project and Relational Practice are also weaved throughout the behaviour policy.</p>	<p>2, 4</p>
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<p>Protected time for the newly trained ELSA to carry out targeted support work with identified pupils.</p>	<p>Educational Psychology In Practice research;</p> <p>https://www.bing.com/ck/a/?!&p=d0f3bedd4ec4ef791d4b0d08cb1db679df706e1fe177c1fc4e8c4db3724a038ajmltdHM9MTczMzE4NDAwMA&ptn=3&ver=2&hsh=4&fclid=3c7b711f-afc4-640a-11b3-65e2aefc6562&psq=elsa+evidence&u=a1aHR0cHM6Ly93d3cudGFuZGZvbmxbmUuY29tL2RvaS9mdWxsLzEwLjEwODAvMDI2NjczNjMuMjAxQS4xNjU3ODAx&ntb=1</p>	<p>2, 4</p>
<p>Protected time for the Mental Health Lead to support children across the school with wellbeing and safeguarding concerns.</p>	<p>DfE evidence;</p> <p>https://www.bing.com/ck/a/?!&p=0d31acb91a74d350b568a149876ba39dd2fe0eebf7e47fbec647f4a09d547f2eJmltdHM9MTczMzE4NDAwMA&ptn=3&ver=2&hsh=4&fclid=3c7b711f-afc4-640a-11b3-65e2aefc6562&psq=schools+mental+helath+le ad+evidence&u=a1aHR0cHM6Ly93d3cuZ292LnVrL2d1aWRhbmNIL21lbnRhbC1oZWsdGgtYW5kLXd1bGxiZWluZy1zdXBwb3J0LWluLXNjaG9vbHMtYW5kLWNvbGxIZ2Vz&ntb=1</p>	<p>2, 4</p>
<p>1:1 support by a qualified counsellor (Caritas Hallam Diocesan Service)</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic</p>	<p>2, 4</p>

	<p>performance, attitudes, behaviour and relationships with peers.)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
Financial support with trips for families in need.	The use of cultural enrichment, trips, arts and wider experiences as part of a broader, holistic provision — especially to widen opportunities for disadvantaged pupils.	1, 3
Development of parent workshops to share and teach our strategies to support learners at home. (planned and resourced by the SENCO, with collaboration from HT, ELSA, Learning Mentor and other key staff to support delivery of workshops/drop-ins)	Increase in parental engagement and involvement in pupils' learning and school life to promote positive attitudes and support for the pupil.	1, 2, 3, 4

Total budgeted cost: £52,998.76

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 2024 to 2025 academic year.

During the academic year 2024-25 part of the Pupil Premium funding was used to support academic interventions. Our outcomes for KS1 Phonics and KS2 Reading were due in part to the interventions in place.

There has been a focus on upskilling staff in the area of emotional regulation and wellbeing via Positive Regard, TISUK and Low Arousal training. Some qualitative differences can be seen in the classroom, however more time is required to embed the approaches and see improved outcomes for our pupils.

Year Group and Assessment	Results: Whole cohort	Non-disadvantaged	Disadvantaged	National
Year 1 Phonics Screening 27 pupils	89%	87%	75%	80% Disadvantaged: 67%
Year 6 KS2 SATS 30 pupils (4 IR pupils, 3 who did not sit the SATS)	Reading 80% GD 27% SPAG 67% GD 30% Writing 60% GD 3% Maths 73% GD 23% Combined 57% GD 3%	Reading 78% GD 30% SPAG 66% GD 33% Writing 63% GD 4% Maths 78% GD 22% Combined 59% GD 4%	Reading 100% GD 0% SPAG 67% GD 0% Writing 33% GD 0 Maths 33% GD 33% Combined 33% GD 0%	Reading 75% SPAG 73% Writing 72% Maths 74% Combined 62%

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
Targeted Literacy support	Lexia

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. This will include:

- *Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities such as drama, maths club, choir, residential visits, sporting festivals and a chess club will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.*
- *Working with Sports Eds, specialist sports providers, to offer all pupils high quality PE lessons once per week, a weekly lunchtime club (45 mins) and after school opportunities, focussing on fitness, skills, growth mindset and mental health and well being.*

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on educational outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. One member of staff has previously been part of a city wide project run by Learn Sheffield in partnership with Huntington Research School on addressing disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will continue to refer to our implementation plan for metacognition to provide an evaluation framework for the duration of our three-year approach. We will adjust our plan over time to secure better outcomes for pupils as necessary.