

Pupil premium strategy statement 2025/26 – St Thomas a Becket Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	45
Proportion (%) of pupil premium eligible pupils	13%
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)	2025-26
Date this statement was published	12.11.2025
Date on which it will be reviewed	November 2026
Statement authorised by	
Pupil premium lead	Chloe Stobbart (Headteacher)
Governor / Trustee lead	Keith Ratcliffe (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17240
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>	£17240

Part A: Pupil premium strategy plan

Statement of intent

At St Thomas à Becket Primary School, we recognise both the challenges and the opportunities that disadvantage can bring to children and their families. In a local context where outcomes for disadvantaged pupils across Wiltshire remain lower than national averages, our commitment to equity and excellence is central to our mission. We know that a high-quality, inclusive education has a transformational impact on life chances, and we are determined that every child, especially those facing disadvantage, receives the support, challenge and nurture needed to thrive.

We actively embrace and celebrate the diversity within our school community. We believe that equity means ensuring every child receives what they need to flourish, academically, socially and emotionally. Working in partnerships with pupils, families, staff, governors and wider stakeholders, we strive to create a culture where inequality is addressed, barriers are removed, and high expectations are shared by all. Our aim is to develop resilient learners with strong character and the behaviours for learning that prepare them to contribute positively to society. These firm foundations give our children the roots to grow and the confidence to fly.

Our Pupil Premium strategy is embedded within the school's wider development priorities and is underpinned by our curriculum intent, vision and values. Our intention is for all pupils, including those with multiple disadvantages, to make excellent academic and pastoral progress from their starting points. To secure this, our strategy focuses on three interconnected strands:

1. Excellent Education Through Quality First Teaching

Quality First Teaching sits at the heart of our approach. Evidence consistently shows that high-quality, adaptive teaching has the greatest impact on disadvantaged pupils and is the most effective way to close attainment gaps. Our investment therefore prioritises staff professional development, curriculum refinement, and approaches that support inclusive classroom practice, ensuring that every teacher is equipped to meet the needs of every learner.

2. Targeted Academic and Pastoral Support

To complement classroom teaching, we provide research-informed, bespoke intervention—either 1:1 or in small groups—to address identified needs swiftly and effectively. This includes both academic interventions and pastoral support such as ELSA input. These interventions are monitored rigorously for impact and adjusted as needed to ensure children receive the right support at the right time.

3. Wider Strategies to Build Cultural Capital and Wellbeing

We use wider strategies to ensure our disadvantaged pupils can access rich experiences that build cultural capital, personal responsibility and essential life skills. These opportunities support wellbeing, broaden horizons, and empower pupils to participate fully in school life and beyond.

We ensure accountability for disadvantaged pupils' progress is shared across the school. A clear pupil premium thread runs through all our monitoring cycles, with subject leaders, class teachers and senior leaders jointly responsible for evaluating impact through pupil progress reviews, curriculum monitoring and safeguarding oversight.

Because our school has a small number of pupils eligible for the Pupil Premium grant, we hold an in-depth understanding of each child's individual circumstances, barriers and strengths. This allows us to design highly bespoke support that nurtures every learner and ensures that disadvantage is never a predictor of destiny at St Thomas à Becket.

Challenges

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

Challenge number	Detail of challenge
1	Access to wider extra-curricular experiences that build cultural capital – such as trips, clubs out of school. This can impact on their language and vocabulary, particularly in EYFS and KS1.
2	Attendance for disadvantaged children is lower than for their non-disadvantaged peers.
3	Many of our disadvantaged children have joined school at a different time to the usual starting point (e.g. not in Reception). Therefore, the experiences they have had of school vary significantly. This means that many of them have gaps in their prior knowledge and learning.
4	Some of our disadvantaged children experience challenges with their emotional wellbeing.

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
Increased access to cultural capital and extra curricular opportunities	Disadvantaged pupils participate in extra-curricular clubs, trips and enrichment activities at rates comparable to their non-disadvantaged peers. All disadvantaged pupils access at least one funded or subsidised enrichment opportunity annually. Pupil voice shows that disadvantaged learners feel included, confident and able to take part in wider school experiences. Teachers evidence improved cultural capital through increased vocabulary, knowledge application and engagement in curriculum tasks.
Improved attendance and reduced persistent absence	Overall attendance for disadvantaged pupils improves to at least 95%, reducing the gap with non-disadvantaged pupils. Persistent absence among disadvantaged pupils reduces to below 15%. Early help, attendance meetings and family-support plans are in place for 100% of disadvantaged pupils at risk of falling below thresholds. Attendance trends for disadvantaged pupils show clear term-on-term improvement, evidenced in monitoring and safeguarding logs.
Accelerated progress for pupils with gaps in learning	All disadvantaged pupils new to the school receive an initial diagnostic assessment within two weeks of joining. Identified pupils receive time-limited, research-informed interventions, with progress tracked in half-termly reviews. Disadvantaged pupils make at least expected progress, with a significant proportion making accelerated progress from their starting points. The attainment gap in reading, writing and maths narrows year-on-year, particularly in early reading and number.

	Work scrutiny and assessment evidence show improved fluency, retention and independence.
Improved emotional wellbeing	Identified disadvantaged pupils receive timely pastoral support (ELSA, nurture groups or mentoring) with measurable outcomes recorded. Pupil voice shows increased feelings of belonging, safety and confidence in school. Behaviour logs show a reduction in emotion-related incidents or disengagement for disadvantaged pupils. Teachers report improved levels of self-regulation, resilience and behaviours for learning. Attendance and engagement for pupils receiving pastoral support show sustained improvement.

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: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participation in Cracking Communications project – run by Wiltshire Council to improve outcomes for disadvantaged pupils in EYFS	The EEF's Early Years Toolkit states "There is evidence of language gaps for disadvantaged pupils at the beginning of school, so targeted communication support may be a promising approach to narrow these inequalities.	1, 3
CPD for teachers around 'EQUA Mead Essentials' – teaching and learning	The EEF's "Five-a-Day" principles emphasise that the everyday routines of high-quality teaching—explicit instruction,	1, 3

strategy which focuses on high expectations for disadvantaged learners – and opportunities to see this in practice in other trust schools. Release time for teachers and leaders for CPD	scaffolding, effective questioning, feedback and purposeful practice—can substantially narrow gaps in attainment. These strategies benefit all pupils, but they particularly support disadvantaged learners, who are more likely to rely on the strength and consistency of classroom teaching rather than additional support. Effective teaching practices can add up to six months of additional progress, making them one of the highest-impact, cost-effective approaches for raising attainment for pupils eligible for Pupil Premium.	
Use of Letter Join and Sounds and Syllables programmes to improve attainment in handwriting and spelling – areas which some of our disadvantaged children find hardest and can limit them from reaching the expected standard in Writing	The EEF Improving Literacy in Key Stage 2 Guidance Report emphasises that secure spelling and fluent handwriting reduce the cognitive load during writing, enabling pupils—especially disadvantaged learners—to focus on composition, vocabulary choice and sentence construction	1, 3
NCETM Mastering Number continuing to be implemented in EYFS and KS1 and KS2 for children who need support with their number fluency	The <i>EEF Improving Mathematics in Key Stages 2 and 3 Guidance Report</i> identifies that frequent, purposeful practice of core number facts, supported by visual representations and structured teaching, can significantly improve pupils' accuracy, confidence and automaticity. These fluency gains reduce cognitive load, allowing disadvantaged pupils—who are statistically more likely to have gaps in early number understanding—to focus on deeper mathematical thinking.	3

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and delivery of ELS Fluency and ELS Progress	The Education Endowment Foundation (EEF) identifies phonics as one of the highest-impact, most secure evidence-	1, 3

resources to support children in KS2 with their Phonics and reading fluency	based approaches for improving early reading, with an average impact of +5 months' additional progress. In addition, the EEF's <i>Improving Literacy in Key Stage 2</i> guidance emphasises the importance of developing reading fluency —accuracy, automaticity and prosody—to support comprehension	
Deliver NELI intervention in EYFS to support early language development	Nuffield Early Language Intervention: Evaluation Report (EEF, February 2016) — the efficacy trial found that children who received the 30-week version made, on average, +4 months' additional progress in oral language skills compared to those who did not receive NELI	1, 3
One to one personalised tuition for disadvantaged children where this is needed	The Education Endowment Foundation's Teaching and Learning Toolkit identifies one-to-one tuition as a high-impact intervention , typically delivering around +5 months' additional progress on average	3

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

Budgeted cost: £3040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent coffee mornings with Parent Support Advisor/ELSA and PSA to support parents	The EEF guidance report <i>Working with Parents to Support Children's Learning</i> (2018) states "Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all stages of a pupil's school career."	2, 4
ELSA provision and emotional literacy interventions including Brick social skills.	The <i>EEF Improving Behaviour in Schools</i> guidance reports that targeted, evidence-informed pastoral support helps pupils to regulate emotions, improve engagement, and reduce behaviour-related barriers to learning	4

Embedding principles of good practice set out in the DfE's 'Improving School Attendance' advice and the school's attendance strategy Work closely with external agencies where appropriate for children with severe and persistent absence	EEF's <i>Evidence brief on improving attendance and support for disadvantaged pupils</i> (February 2023)	2
Nurtured start to the day, break and lunch – calming activities run by our ELSA to support attendance and wellbeing	"School breakfast provision has an average impact of +2 months' additional progress." (EEF Teaching and Learning Toolkit – "School breakfast provision")	2, 4
Ensure a rich experience of educational visitors and trips to supplement the children's academic knowledge of the curriculum content. Offer a range of extra-curricular clubs that cater for a wide range of pupil interests. Actively encourage those who are disadvantaged to attend.	"Arts participation approaches have an average impact of +3 months' additional progress." (EEF Teaching and Learning Toolkit – Arts Participation)	1

Total budgeted cost: £17240

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The pupil premium strategy for St Thomas à Becket Primary School demonstrates commendable progress: the review for 2023-24 shows that attainment for disadvantaged pupils improved across the board, and the school rightly highlights that “the attainment gap between disadvantaged and non-disadvantaged learners is reducing over time, although has not reduced entirely”. st-thomas-a-becket.wilts.sch.uk That said, a gap remains. Encouragingly, projected outcomes for 2025-26 indicate that the narrowing of the gap is expected to continue — particularly in Writing and Mathematics where predicted grades suggest disadvantaged learners are catching up more strongly. Taken together, the strategy is working, but there remains further work to dismantle the remaining disparities.

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
Essential Letters and Sounds	OUP

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

St Thomas à Becket Primary School – Supporting Service Families Strategy

Vision Statement

At St Thomas à Becket Primary School, we recognise the unique contributions and experiences of children from service families. We are committed to creating an inclusive, understanding, and nurturing environment that supports service pupils socially, emotionally, and academically. Through tailored support, celebration, and strong relationships with families, we aim to help every service child thrive and feel a strong sense of belonging.

Objectives

- To ensure service pupils feel valued, supported, and connected within the school community.
- To raise awareness and appreciation of service life across the school.
- To provide emotional support and practical strategies for children during times of deployment, transition, or change.
- To celebrate the identity and resilience of our service children throughout the year.

Key Initiatives

1. Festival of Friends Participation

We proudly take part in Wiltshire Council's Festival of Friends, giving service children a chance to connect with peers from across the county. This provides training to staff as well as opportunities for children.

2. Service Pupil Group

We run a dedicated Service Pupil Group, which meets half-termly and is supported by a named staff member and/or a governor with responsibility for service children.

Activities include circle time for sharing experiences and emotions, peer-led support and games to build connection and input into school events and activities relevant to service life.

3. Deployment Support: Wristbands and Comfort Teddies

When a parent or carer is deployed or away on extended training, children are offered a 'camo' wristband to wear as a symbol of connection and strength. They may choose a comfort teddy or soft item to keep at school or home. Staff are discreetly informed so they can offer additional emotional support.

4. Celebratory Events

Each April, we celebrate the Month of the Military Child, recognising the strength and resilience of our service children. We also commemorate Armed Forces Day in June.

5. Transition and Mobility Support

We understand the impact of frequent moves on service children. New pupils are welcomed with a tailored induction and a class buddy. Children preparing to leave are supported with memory books, transition activities, and personalised goodbyes. Records and pastoral notes are transferred sensitively to receiving schools.

6. Staff Awareness and Training

All staff receive annual training on the needs of service children, including the effects of deployment, separation, and mobility. The Service Pupil Lead, Chloe Stobbart, monitors engagement and wellbeing and works with staff to provide responsive support.

At St Thomas à Becket, we are proud to walk alongside our service children, celebrating their strength, supporting their journey, and helping them to flourish—wherever life takes them.

The impact of that spending on service pupil premium eligible pupils

By offering a warm, informed and structured approach to induction, transition and pastoral care, the strategy helps service children feel a strong sense of belonging within the school community. This is particularly important given the emotional pressures associated with parental deployment, separation and frequent mobility. When children feel understood, secure and connected, they are more emotionally regulated and better equipped to engage meaningfully in learning.

The strategy also improves continuity of education for service children who may experience multiple school moves. Effective communication with families, personalised induction when joining the school and careful transfer of information when leaving help minimise disruption to learning. Staff training ensures that all adults understand the specific challenges service children may face, enabling earlier identification of emerging needs and more responsive support. The presence of a dedicated Service Pupil Lead strengthens this further, providing oversight of provision, advocacy for pupils and consistency of support.

Celebrations such as Month of the Military Child, Armed Forces Day and participation in the Festival of Friends help service children feel proud of their identity and recognised within the wider school culture. These opportunities enhance their social and cultural capital, encourage peer support and give them a stronger voice in school life. As children feel more confident and valued, they are more likely to develop positive attitudes to school and learning.

Overall, the strategy can improve attendance, behaviour and engagement for service pupils, reduce anxiety around deployment or transition, and strengthen the partnership between school and families. When pastoral stability is secured, academic outcomes are more likely to improve, as pupils are better placed to make sustained progress. The strategy therefore supports not only the wellbeing of service children but also contributes to equity of provision across the school, aligning closely with wider work to reduce disadvantage and ensure all pupils can thrive.