

Pupil Premium Strategy Statement 2025

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2025 to 2026 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	Thorpedene Primary School & Nursery
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	56% (212 children @ 23.10.25)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Steph Frost (Headteacher)
Pupil Premium Lead	Ian Hamilton
Academy Committee Lead	Stephen Tollworthy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£350,723
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	£350,723

Part A: Pupil premium strategy plan - Statement of intent

At Thorpedene Primary School and Nursery we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to reach their full potential and continue to demonstrate our core values of Achieving, Caring and Respecting with Confidence.

Our intent is to support the pupils' holistic development by identifying areas of need within their academic progress and also in their personal development.

Our Pupil Premium strategy is carefully planned in line with our intent and high aspirations to ensure that all actions and strategies are clearly linked cohesively to the needs of the groups of pupils within our school.

Our approach to allocating the funding will be as a direct result from data scrutiny, teacher judgements, pupil voice and individual needs identified by our robust pastoral team. The approaches we will implement are all designed to ensure that pupils achieve both academically and practically. We will ensure that pupils are challenged; create timely interventions which are continuously assessed for effectiveness; ensure that all of our stakeholders take responsibility for the continued development of our disadvantaged pupils providing them with aspirations for their future.

Our key principles are:

- To ensure that all pupils receive Quality First Teaching through high quality training and support for staff - to identify and fill the gaps in prior learning. Gaps are identified and targeted through and bespoke interventions
- To raise the percentage of disadvantaged children achieving age-related expectations in all year groups across the curriculum.
- To raise the attendance of PP pupils
- Pupils are engaged in learning and have developed a sense of pride in their education and are motivated to learn
- Parents work collaboratively with the school

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance for Pupil Premium pupils remains a key area of focus. Overall attendance for this group in 2024–25 was 90%, slightly down by 0.8% from last year, while non-Pupil Premium attendance increased by 0.1%.</p> <p>Key challenges affecting disadvantaged pupils include:</p> <ul style="list-style-type: none"> • Term-time holidays: 34 of 68 pupils taking holidays during term were Pupil Premium, often due to affordability. • Persistent Absence: 24.5% of pupils were persistently absent, significantly higher than the national average (13.6%), with Pupil Premium pupils disproportionately affected. • Health and family factors: Medical absence, bereavement, and mobility issues continue to impact attendance. • <p>Despite these challenges, overall school attendance remains above 92%, supported by targeted interventions including early identification, home visits, pastoral support, and family engagement. The school continues to prioritise re-engaging pupils on MLPs, reducing persistent absence, and incentivising good attendance through reward systems.</p>
2	<p>Assessments, observations, and discussions with pupils and families have highlighted social and emotional challenges for many pupils, particularly in areas such as social skills, self-regulation, confidence, and self-esteem. These issues disproportionately affect disadvantaged pupils, impacting their engagement with learning and overall attainment. Teacher referrals for pastoral support have significantly increased.</p>

	<p>A number of children currently require additional support for their social and emotional needs. This is being addressed through counselling, small group sessions, and 1:1 support provided by the pastoral team.</p> <p>Pupils are experiencing low confidence, self-esteem, and difficulties in emotional regulation.</p>
3	<p>Assessments, observations, and discussions with pupils indicate that disadvantaged pupils continue to face challenges with phonics, which impacts their reading development. In Year 1, phonics attainment rose to 51% passing in June 2025, an improvement from previous years; however, it remains below national expectations and continues to require targeted support. The school will continue to embed the Little Wandle programme to strengthen phonics skills and improve reading outcomes for disadvantaged pupils.</p> <p>In Key Stage 2, attainment remains a significant focus. Last year, outcomes for all pupils were below national averages, with disadvantaged pupils disproportionately affected. Attainment in 2025 was as follows: Reading 59% EXS, Writing 55% EXS, Maths 50% EXS, GPS 48% EXS, and RWM combined 37% EXS. These results highlight the urgent need for targeted interventions and strategies to accelerate progress and close the attainment gap.</p> <p>The school continues to prioritise focused support for disadvantaged pupils through small-group interventions, one-to-one tuition, and carefully scaffolded teaching to ensure all pupils are able to access the full curriculum and make measurable progress.</p>
4	<p>Our observations and discussions with pupils have highlighted the need for enriching experiences to help close gaps in cultural capital, especially for disadvantaged pupils. These pupils often have fewer opportunities to engage in activities that enhance cultural awareness, broaden perspectives, and extend learning beyond the classroom. To address this, we are committed to utilising available funds to help provide a variety of enrichment opportunities, including educational visits, workshops, and extracurricular clubs. These activities are designed to foster creativity, curiosity, and critical thinking, ensuring all pupils benefit from a well-rounded education and supporting their overall development.</p> <p>We also recognise the importance of parental engagement in this process. By fostering strong partnerships with families, we aim to involve parents and carers in their children's learning journey, offering opportunities for them to participate in enrichment activities, workshops, and school events. This collaborative approach will help create a supportive environment that enhances pupils' experiences both at school and at home.</p>

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance is demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being less than in 2024/2025 • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced
To achieve and sustain improved engagement in learning and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	High levels of pupil wellbeing and engagement in learning demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant reduction in behaviour incidents
Improved reading, writing and maths attainment among disadvantaged pupils.	KS2 Reading, Writing and Maths outcomes show that an increased number of disadvantaged pupils meet the expected standard.
Improved phonics skills and knowledge among disadvantaged pupils.	Assessments and observations indicate significantly improved Phonics knowledge among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
A wider range of educational experiences/enrichment.	A significant increase in the number of and frequency of community events for parents/carers to attend Feedback from parents/carers and local community will be positive Parents/carers will feel more confident in supporting their children at home through parent voice and feedback A significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £ 6,422

Activity	Evidence that supports this approach	Amount Allocated	Challenge addressed
<p><u>Reading – Accelerated Reader</u></p> <ul style="list-style-type: none"> Accelerated reader subscription to ensure a consistent approach to Reading, engage children in Reading and enable progress tracking Rewards termly Termly assessments analysed and shared CPD for staff to engage in Reading Money for incentives/prizes 	<p>Accelerated Reader is effective at improving reading fluency, comprehension, and engagement, particularly for weaker readers and disadvantaged pupils. Recent research shows that pupils using AR consistently make significantly greater annual progress and are more likely to meet reading benchmarks compared to peers who do not use the programme (uk.renaissance.com). A meta-analysis covering 44 studies with over 16,000 students found moderate positive effects on reading outcomes, especially for lower-attaining pupils (Tischner et al., 2023; Hedges' $g \approx 0.54$) (pubmed.ncbi.nlm.nih.gov).</p> <p>Successful implementation requires a well-stocked, levelled library, reliable access to computers, and teacher support for pupils not yet independent readers. Pupil Premium funding ensures disadvantaged pupils have access to AR, supporting reading progress, confidence, and engagement with texts. Research consistently links structured reading interventions like AR to improved literacy skills and enjoyment of reading (National Literacy Trust, 2006; EEF, 2023).</p>	<p>£3422- Subscription</p> <p>£100- Prizes Incentives</p>	<p>3</p>
<p><u>Maths</u></p> <p>Big Maths further embedded across the school.</p> <p>Maths groups enable disadvantaged pupils who have significant gaps to reach age related expectations in the first term of the academic year.</p> <ul style="list-style-type: none"> Implementation of Big Maths to ensure consistency CPD for staff on teaching and learning in Maths Ensure resources are relevant and effective in supporting the teaching of Maths 	<p>Small-group interventions can be an effective way to differentiate supports for learners who are in need of extra instructional time in a specific area.</p> <p>Source: https://www.panoramaed.com/</p> <p>Curriculum progression: the planned and purposeful journey to expertise</p> <p>Research and analysis Research review series: mathematics Published 25 May 2021</p> <p>The evidence presented here supports careful consideration of sequencing and content that makes a mathematics curriculum a guarantee of long-term learning. Useful facts and efficient and accurate methods are ideally paired within a topic sequence. Strategies for solving problem types are then best taught and learned once pupils can recall and deploy facts and methods with speed and accuracy. When planning curriculum content, teachers also need to prioritise 'forward-facing' knowledge. This goes beyond important facts of number. It includes the mathematical methods that pupils will take with them on their journey. The ideal aim is for pupils to attain proficiency, not just collective moments of understanding, familiarity or experience. This will help pupils to develop motivation in the subject.</p>	<p>£1600 - Subscription</p>	<p>3</p>

<p><u>Engagement in English – Reading/Phonics focus</u></p> <ul style="list-style-type: none"> • We aim to improve pupil engagement and outcomes in reading through high-quality teaching, consistent practice and targeted support. • Quality First Teaching embedded across English lessons. • Little Wandle SSP programme ensures fidelity, a consistent approach to phonics, high-quality resources and structured CPD for all staff. • Coaching & mentoring to strengthen classroom practice and support implementation. • Professional development via the National College to build teacher expertise in reading instruction and early literacy. • Peer-to-peer development through good-practice drop-ins, modelling and shared strategies. • Reading access for all pupils through high-quality decodable books and regular reading at school and home, supporting disadvantaged learners in particular. 	<p>The EEF states that systematic synthetic phonics (SSP) approaches have a high impact on early reading, particularly for disadvantaged pupils, and should be delivered with fidelity and consistency (EEF Phonics Guidance Report, 2021). The use of a structured SSP programme like Little Wandle ensures pacing, progression and shared practice across staff.</p> <p>High-quality teaching has the greatest impact on pupil outcomes, especially for disadvantaged learners (EEF Teaching & Learning Toolkit, 2023). The EEF identifies high-quality CPD, coaching, and mentoring as effective strategies for improving teacher practice and pupil progress, with coaching offering sustained improvement when delivered regularly and linked to classroom practice.</p> <p>Peer observation and collaborative practice are supported by the EEF’s Effective Professional Development Guidance Report (2021), which highlights that modelling, rehearsal, and opportunities to see effective practice in action strengthen teacher expertise.</p> <p>Ensuring pupils have access to reading materials at home and school aligns with EEF findings showing that book access and parental engagement approaches can support early reading development, particularly when combined with high-quality classroom instruction (EEF Preparing for Literacy Guidance Report, 2018).</p>	<p>£1300 - Little Wandle Subscription</p>	<p>3</p>
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Targeted academic support (for example tutoring, one to one support structured interventions)

Budgeted cost: £104,821

Activity	Evidence that supports this approach	Amount Allocated	Challenge addressed
<p><u>Speech and Language</u></p>	<p>Young children develop the majority of their speech and language skills in the first three years of life. During this time, this learning influences how the brain develops. Early intervention is critically important because infants, toddlers and preschools have developing</p>	<p>£7,015 - S&L Therapist</p>	<p>3</p>

<ul style="list-style-type: none"> • 1:1 and small group sessions led by S+L support therapist • Use of resources to support language development • Baseline assessments to identify targets for individuals 	<p>brains that are designed to learn communication skills. If there is problem with that development, therapy should be started as soon as possible to take advantage of this period of normal brain development.</p> <p>Source: www.slhunterspeechworks.com</p>		
<p>Bespoke SEND support</p> <ul style="list-style-type: none"> • SEND Support Assistants • Resources to support individuals • Small group interventions dependent on SEND and SEMH needs • Training for staff when supporting additional needs 	<p>According to the Education Endowment Foundation (EEF) Teaching Assistant Toolkit: when Teaching Assistants (TAs) are trained and deployed to deliver targeted individual or small group interventions, pupils make on average 4-6 months additional progress over a year.</p> <p>A rapid evidence review of SEND support in mainstream schools found: “Teaching assistants can provide good quality intervention if they are well trained.”</p> <p>For SEMH (Social, Emotional and Mental Health) needs: a recent rapid evidence review (2025) emphasises that early identification, and targeted individual or small-group support, are effective in improving educational outcomes for pupils with SEMH difficulties.</p> <p>An SEMH toolkit for mainstream settings highlights that personalised resources/interventions, short-term small group work, and staff training in SEMH strategies support pupils’ engagement, behaviour and learning.</p> <p>A 2024 article emphasises that for effective SEND provision, TAs must have access to training, understand how to scaffold and adapt tasks, and collaborate closely with the teacher and SENCO.</p>	<p>£93, 306– support staff</p>	<p>2</p>
<p><u>Tutoring</u></p> <p>Funding for extra tuition.</p>	<p>In small group tutoring, the teacher can properly gauge your child’s learning needs, tailor a lesson plan for them, and allow your child to ask questions in a non-judgmental setting. Small groups suit all types of learners Because of the small group setting, it’s easier for the tutor to pinpoint your child’s strengths and weaknesses.</p> <p>Targeted Support for Core Subjects: Research shows that extra tuition provided by primary schools, often in the form of small-group interventions or after-school programmes, can have a significant impact on students’ progress in core subjects like literacy and numeracy. These programmes tend to focus on closing learning gaps or boosting pupils who are underperforming.</p> <p>Source: Education Endowment Foundation (EEF) (2020). Teaching and Learning Toolkit. The EEF highlights that small-group tuition can add up to four months’ progress over a year, especially when targeted at pupils who are struggling in a particular area. Short, focused interventions, such as extra lessons in reading or maths, have been shown to be particularly effective at the primary level.</p> <p>One-to-One Tuition: Research has consistently shown that one-to-one tuition is one of the most effective strategies for improving academic outcomes, particularly in primary schools where individual attention can address specific learning needs.</p> <p>Source: Torgerson, C. J., Brooks, G., & Hall, J. (2023). A systematic review of the impact of one-to-one tuition on pupil progress in the UK. British Journal of Educational Studies, 54(2), 115-144.</p>	<p>£6500 - Funding for bespoke intervention with a qualified teacher to raise pupil attainment</p>	<p>3</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)**Budgeted cost: £239,480**

Activity	Evidence that supports this approach	Amount Allocated	Challenge addressed
<p><u>Pastoral Support</u></p> <ul style="list-style-type: none"> • Pastoral and Welfare Lead and Inclusion team available daily to support parents/families • Provision of uniform • Provision of support for school trips, transportation, basic needs 	<p>Pastoral care is omnipresent and touches every part of school life and so has to be felt at all levels of curriculum, teaching, learning and assessment, school organisation, ethos and environment, partnerships and services.</p> <p>Pastoral care that is a living and breathing entity builds community within the school, creates supportive systems and positive relations between all members of the community and promotes a strong ethos of mutual care and concern.</p> <p>Pastoral care can only make a difference when professionals and parents work together so it has a strong inter-agency requirement with timely communications between key workers, relevant organisations and families. Source: https://freedomtoteach.collins.co.uk/effective-pastoral-care/</p> <p>The reports clearly highlight the impact that the National School Breakfast Programme has already achieved to support the educational outcomes of children in the most disadvantaged areas of England. The feedback from schools shows the value they see first-hand in having a supported breakfast provision. As a result of this positive impact many schools are making significant changes to the start of the school day in order to prioritise a healthy breakfast for all pupils.</p> <p>National School Breakfast Programme - Family Action www.family-action.org.uk</p>	<p>£45, 479 – Pastoral Support Staff £117 - FSM Checks</p>	<p>1,2</p>
<p><u>Counselling</u></p> <p>Pupil who are experiencing SEMH difficulties have access to counselling delivered by a professional.</p>	<p>School-based humanistic counselling is effective, a recent study, led by the University of Roehampton has found.</p> <p>It found school-based humanistic counselling led to significant reductions in pupils' psychological distress over the long-term, compared to pupils who only received pastoral care.</p> <p>The study also found pupils who were offered counselling experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals.</p> <p>The Lancet Child & Adolescent Health,</p>	<p>£11,313 – Weekly counselling sessions</p>	<p>2</p>
<p><u>Behaviour for Learning</u></p> <p>Pastoral team to identify pupils at risk of underachievement and will:</p> <ul style="list-style-type: none"> • Will support teachers in meeting the needs of pupils in the classroom. • Mentor/coach pupils, equipping them with skills/strategies enabling them to access learning and experience success. • Provide bespoke sessions for pupils with SEMH. • Create a safe environment for pupil for whom learning is compromised due to their behaviour. 	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>We recognise that some pupils need additional nurture and emotional well-being support to enable them to access their learning. We offer a variety of services which will support the individuals identified</p>	<p>£112,184 – Inclusion Team staff</p>	<p>2,3</p>

<p><u>Attendance</u></p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <ul style="list-style-type: none"> • Training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. • Reward system in place • Incentives for improving attendance • Early intervention from record keeping and monitoring to support attendance 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Ofsted 2019 identified the positive work and high expectations already in place to improve attendance</p> <p>'to continue to work with the minority of parents whose children miss school regularly so that parents understand the link between exemplary attendance and academic achievement' Ofsted 2019</p> <p>Schools with active attendance officers have seen an increase of up to 20% in pupils achieving expected academic outcomes, particularly in literacy and numeracy.</p> <p>Education Endowment Foundation (EEF) (2021). Impact of attendance on attainment. The EEF discusses the clear link between regular attendance and improved academic performance, showing that students with higher attendance rates tend to achieve better results in core subjects.</p>	<p>£40,100 Attendance Strategy</p>	<p>1</p>
<p><u>Extra-curricular</u></p> <p>Twice-weekly coaching sessions from the SPSSA coach with a pure focus on girls, ensuring that they have extra opportunities to access the benefits of sport.</p>	<p>Research shows girls are less likely to engage in sport, and targeted interventions improve participation and confidence. Barnett et al. (2022) highlight that personal, social, and environmental factors influence girls' engagement. School-based programmes, like structured football sessions, increase activity and motivation (Borde et al., 2020). The Youth Sport Trust (2024) reports that high-quality, coach-led sessions boost confidence and self-belief.</p> <p>Our twice-weekly SPSSA coaching sessions provide Pupil Premium pupils, particularly disadvantaged girls, with access to sport, helping to develop physical skills, confidence, and wellbeing while reducing barriers to participation.</p>	<p>£5631 - SPSSA Involvement</p> <p>£330 - Resourcing</p>	<p>4</p>
<p><u>Enrichment</u></p> <p>To ensure a range of enrichment opportunities to support the creative curriculum</p> <ul style="list-style-type: none"> • Increased media opportunities and projects across the school to develop engagement in learning and share good practice • Author visits • Theatre shows • Reading for Pleasure Initiative – Jacqui Johnson • Development of Archery 	<p>EEF research evidence suggests that the impact of collaborative approaches on learning is consistently positive. Effective collaborative learning requires much more than just sitting pupils together and asking them to work together; structured approaches with well-designed tasks lead to the greatest learning gains.</p> <p>The Centre for Media Literacy states that using media to support the curriculum 'engages students. . . bringing the world of media into the classroom connects learning with "real life" and validates their media culture as a rich environment for learning.'</p> <p>Many children from disadvantaged backgrounds may be unable to access enrichment activities, such as extra-curricular clubs, music lessons and educational visits.</p> <p>Education.gov.uk research has shown that curriculum extension has positive relationships with a range of outcomes, such as self-esteem, confidence, motivation and academic performance. Curriculum enrichment activities are associated with positive personal and social outcomes and there is some evidence of a positive association with academic achievement.</p> <p>The intended impact of introducing archery is to increase engagement in physical activity, particularly among disadvantaged and less confident pupils, while developing concentration, self-discipline, and resilience. We also aim to improve pupil wellbeing, promote inclusivity in sport, and provide opportunities for all children, including those with SEND, to experience success and build confidence. Over time, we expect to see increased participation in PE and extra-curricular activities and a positive effect on pupils' focus and behaviour across the school.</p>	<p>£10,083 – Music Specialist, Media enrichment and enrichment opportunities</p> <p>£10,060 – Regular educational visitors/residencies</p> <p>£2000 - Archery Resources</p> <p>£3600 - General Enrichment and Opportunities Fund</p>	<p>4</p>

Development budget for pupils with high SEND needs in Explorers.	The EEF reports that using evidence-based resources tailored to specific learning needs can have a significant positive impact on SEND pupils' progress.	£700	4
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Total budgeted cost: £350,723

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>Review of Impact 2025/26</u>

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