



Thringstone Primary School

Believe and Achieve Together

Pupil premium strategy statement

This statement sets out how Thringstone Primary School uses pupil premium funding to improve outcomes for disadvantaged pupils. It outlines our pupil premium strategy, how funding is allocated during the current academic year, and the impact of pupil premium spending on disadvantaged pupils in the previous academic year.

Our approach is informed by school performance data, the Inspection Data Summary Report (IDSR), and our School Development Plan. Pupil premium funding is targeted at removing barriers to learning, improving attendance and readiness to learn, and strengthening high-quality teaching so that disadvantaged pupils make strong progress from their individual starting points.

School overview

Detail	Data
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils	36.1%
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lee Swales
Pupil premium lead	Jo Hallan
Governor / Trustee lead	Sarah Baxter

School Context

Thringstone Primary School serves a community with significant socio-economic disadvantage. A high proportion of pupils are eligible for pupil premium, and many

experience disadvantage beyond free school meal eligibility alone. This includes pupils with low starting points, attendance concerns and wider family or social pressures that impact on learning.

The school is located within an area of high deprivation, with particular challenges linked to education, skills and training, income and employment. This is reflected in the pupil profile, including higher-than-average levels of SEND, particularly speech, language and communication needs, and higher levels of persistent absence among disadvantaged pupils.

Despite this context, behaviour across the school is strong and routines are well established. Pupils feel safe, supported and understand expectations. The school's focus is therefore on strengthening high-quality teaching, improving attendance and readiness to learn, and ensuring that disadvantaged pupils can access an ambitious curriculum and wider opportunities alongside their peers.

This context underpins the school's pupil premium strategy and informs how funding is targeted to reduce barriers and improve outcomes.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Thringstone Primary School, we recognise that disadvantage is shaped by a range of social, economic and contextual factors, many of which sit beyond a child's control. Local deprivation data, including the Indices of Multiple Deprivation and the Income Deprivation Affecting Children Index (IDACI), indicates that a significant proportion of pupils are growing up with barriers linked to income, education, health and wider family circumstances. These factors can directly affect readiness to learn, particularly in communication and language, reading, writing and mathematics.

National guidance is clear that gaps in learning emerge early and widen over time if not addressed promptly. Securing strong foundations in the early years and key stage 1 is therefore a priority, alongside sustained, high-quality teaching and targeted support as pupils move through the school. The use of pupil premium funding is rooted in this understanding and is directed towards removing barriers, building confidence and enabling disadvantaged pupils to access the full breadth of the curriculum.

In line with Ofsted's inspection framework, the school's pupil premium strategy is evidence-informed, closely aligned to whole-school improvement priorities, and based on a secure understanding of the needs of disadvantaged pupils. Leaders regularly review national research and local data to ensure that decisions are well judged, responsive and adapted where approaches are not having the intended impact.

Our objectives are to:

- Narrow the attainment gap between disadvantaged pupils and their peers, ensuring strong progress from individual starting points.
- Ensure all pupils develop secure foundations in reading, writing and mathematics, enabling access to the wider curriculum.
- Strengthen communication, language and oracy so pupils can express themselves clearly and engage confidently in learning.
- Support pupils' social, emotional and mental wellbeing, developing resilience, self-belief and positive attitudes to learning.
- Ensure disadvantaged pupils have access to enrichment, experiences and opportunities that broaden horizons and build cultural capital.

Through high-quality teaching, targeted intervention and a strong focus on early foundations, the school aims to ensure that disadvantage does not limit achievement, and that every child at Thringstone is supported to thrive.

Challenges

This section outlines the key challenges to achievement identified among disadvantaged pupils at Thringstone Primary School. These challenges are informed by assessment information, attendance data, observations, pupil voice and professional judgement.

Challenge number	Detail of challenge
1	Assessment information and observations indicate that many disadvantaged pupils enter the Early Years with low starting points, particularly in communication, language and early literacy. These gaps affect pupils' ability to access learning confidently from the outset.
2	Assessment and progress data show that gaps in reading, writing and phonics are more prevalent among disadvantaged pupils than their peers. Writing is a particular area of weakness, especially for disadvantaged boys, and these gaps persist into Key Stage 2.
3	Attendance data indicates that attendance and persistent absence among disadvantaged pupils remains lower than for non-disadvantaged pupils. Reduced time in school limits learning opportunities and impacts progress over time.
4	A high proportion of disadvantaged pupils also have SEND, particularly speech, language and communication needs. This overlap increases the need for consistent classroom adaptation and inclusive teaching approaches.
5	Pastoral records, pupil voice and discussions with families highlight emotional wellbeing and family-related barriers for some disadvantaged pupils, affecting readiness to learn, confidence and engagement with school.

Intended outcomes – 2025-2028

Due to small cohort sizes, success will be measured through progress from individual starting points, narrowing of attainment gaps over time, and consistency of outcomes across cohorts, rather than fixed percentage thresholds.

Intended outcome	Success criteria
1. Improved attainment in reading, writing and mathematics for disadvantaged pupils	Disadvantaged pupils make strong progress from their starting points, with an increasing proportion reaching the expected standard by the end of Key Stage 2 over the life of the strategy. Attainment gaps between disadvantaged pupils and national non-disadvantaged pupils narrow over time.
2. Improved writing outcomes for	Writing progress for disadvantaged pupils improves year on year. The gap in writing attainment between

disadvantaged pupils, particularly boys	disadvantaged pupils and national non-disadvantaged pupils reduces across cohorts.
3. Stronger early reading and phonics foundations for disadvantaged pupils	The proportion of disadvantaged pupils meeting the expected standard in the phonics screening check increases over time, reducing the need for later catch-up and supporting improved literacy outcomes in Key Stage 2.
4. Improved attendance and reduced persistent absence for disadvantaged pupils	Attendance for pupils eligible for free school meals improves year on year, moving closer to national averages and reaching at least 92% by the end of the strategy. Persistent absence among disadvantaged pupils reduces over time.

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: £ 25,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthening early language, reading and phonics provision in EYFS and KS1 through consistent use of a systematic synthetic phonics programme and structured reading sessions	Strong early literacy provision and systematic phonics approaches have a high impact on early reading outcomes, particularly for disadvantaged pupils. Consistent routines and assessment support accelerated progress from low starting points (EEF – Phonics; Early Literacy).	1, 2
Whole-school focus on improving writing through consistent modelling, vocabulary development and structured feedback strategies	High-quality teaching approaches, including explicit modelling and vocabulary instruction, have been shown to improve writing outcomes, particularly for disadvantaged pupils and boys	2
Use of in-class support to strengthen quality first teaching and	Evidence shows that disadvantaged pupils benefit most from strong classroom teaching and inclusive approaches that	2, 4

reduce reliance on withdrawal	minimise lost learning time (EEF – Making Best Use of Teaching Assistants).	
Release time for subject leaders to monitor teaching, support consistency and refine curriculum delivery	Leadership capacity and ongoing monitoring support consistent teaching practice, which is particularly important for disadvantaged pupils who are more affected by variation in quality (EEF – Putting Evidence to Work).	2, 4
Targeted professional development focused on teaching consistency, curriculum delivery and inclusive practice	High-quality CPD improves teacher effectiveness and pupil outcomes when it is focused, sustained and linked to classroom practice (EEF – Effective Professional Development).	1, 2, 4

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

Budgeted cost: £ 20,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted reading, phonics and spelling interventions for identified pupils in KS1 and KS2	Structured, time-limited interventions delivered alongside high-quality classroom teaching can support pupils who have fallen behind, particularly in reading and phonics (EEF – Phonics; Reading Comprehension Strategies).	1, 2
Small group and one-to-one support in writing for disadvantaged pupils, prioritising those not meeting age-related expectations	Targeted academic support is most effective when it is focused on specific gaps and closely linked to classroom learning (EEF – Small Group Tuition; Improving Literacy in KS2).	2
Mathematics intervention for pupils with gaps in number facts, fluency and reasoning	Targeted support in mathematics can accelerate progress where gaps are clearly identified and teaching is matched to need (EEF – Mathematics Interventions).	2
Use of diagnostic assessment to identify gaps and inform targeted support	Accurate diagnosis of need improves the effectiveness of intervention and ensures support is focused and proportionate (EEF – Assessment and Feedback).	1, 2

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

Budgeted cost: £ 29,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral and family support to address attendance, wellbeing and emotional barriers, including targeted work with pupils and families where concerns are identified	Early and targeted pastoral support can improve attendance, engagement and readiness to learn for disadvantaged pupils by reducing social and emotional barriers (EEF – Improving Attendance; Social and Emotional Learning).	3, 5
Targeted emotional wellbeing support for pupils who require additional help with regulation, confidence or transition	Social and emotional support improves pupils' ability to engage with learning and manage behaviour, particularly for disadvantaged pupils (EEF – Behaviour Interventions; Social and Emotional Learning).	5
Support to ensure disadvantaged pupils can access educational visits, residential and swimming alongside their peers	Subsidising enrichment activities removes financial barriers and supports inclusion, confidence and engagement in school life (EEF – Arts Participation; Outdoor Adventure Learning).	5
Access to enrichment opportunities, including music and wider curriculum experiences	Participation in enrichment activities can support wellbeing, confidence and aspiration, and contributes to positive engagement with learning (EEF – Arts Participation; Sports Participation).	5
Breakfast club and targeted support to improve readiness for learning and attendance	Provision that supports pupils' basic needs can improve punctuality, attendance and engagement, particularly for disadvantaged pupils (EEF – Improving Attendance).	3
Opportunities to engage with local partnership and trust-wide events to strengthen belonging and transition	Wider experiences and collaborative opportunities support pupils' sense of belonging, confidence and aspiration, particularly where access outside school is limited.	5

Total budgeted cost: £75.750

Part B: Review of the previous academic year – 2024-2025

Outcomes for disadvantaged pupils

We have analysed the performance of disadvantaged pupils during the previous academic year, drawing on published national assessment data where available, alongside the school's own summative and formative assessment information. Due to the timing of national publication and small cohort sizes, some statutory outcomes are not yet published or are suppressed. Where this applies, conclusions have been drawn using published outcomes, multi-year trends and school-based assessment, in line with DfE guidance.

To help us evaluate the performance of disadvantaged pupils, we compared outcomes to national averages for disadvantaged pupils and, where appropriate, to outcomes for non-disadvantaged pupils nationally.

Attainment

The data demonstrates that attainment outcomes for disadvantaged pupils remain below national averages across several statutory measures, particularly in reading, writing and mathematics combined. Multi-year trends show that a lower proportion of disadvantaged pupils achieve the expected standard when compared to disadvantaged pupils nationally, with a substantial gap remaining when compared to non-disadvantaged pupils nationally.

Writing is the weakest area. Published outcomes and internal assessment indicate that fewer disadvantaged pupils reach the expected standard in writing. This reflects ongoing challenges linked to low starting points in language development, transcription and sentence construction, particularly for disadvantaged boys.

Outcomes in reading and mathematics are comparatively stronger. Over time, attainment for disadvantaged pupils in these subjects is closer to national averages for disadvantaged pupils, although gaps remain when compared to non-disadvantaged pupils nationally. Internal assessment shows improving fluency and understanding for many pupils; however, this has not yet translated into consistently strong end-of-key-stage outcomes.

Attendance, behaviour and wellbeing

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Attendance remains a significant barrier. Attendance for FSM6 pupils is below national averages and persistent absence remains higher than expected, limiting pupils' access to learning and reducing the impact of academic support.

Behaviour across the school is a strength. Calm routines and positive relationships are well established, supporting pupils' readiness to learn. This is reflected in recent parent survey feedback, where 100% of respondents stated they would recommend the school. Pastoral records show that disadvantaged pupils feel safe and supported in school, and access to enrichment activities and wider opportunities has been maintained.

A high proportion of disadvantaged pupils also have SEND, particularly speech, language and communication needs. Emotional wellbeing, family circumstances and attendance-related barriers continue to affect some pupils' engagement with learning.

Evaluation of the previous strategy

Based on all the information above, the performance of disadvantaged pupils did not fully meet the intended outcomes of the previous pupil premium strategy, and the school was not on track to achieve all outcomes set out in that plan.

The previous strategy was effective in strengthening pastoral support, behaviour, inclusion and access to wider opportunities. In-class academic support and early intervention were more effective than withdrawal-based approaches, supporting pupils to make small but meaningful gains and strengthening pupils' sense of belonging.

However, the strategy was less effective in accelerating academic attainment, particularly in writing, and in securing sustained improvement in attendance. While disadvantaged pupils made progress from low starting points, this was not sufficient to close gaps by the end of Key Stage 2.

As a result, the pupil premium strategy has been reviewed and refined. The current approach places greater emphasis on high-quality classroom teaching, early language and writing development, reduced reliance on withdrawal, and more consistent attendance intervention.

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
Programme	Provider
Times Tables Rock Stars	Maths Circle

Little Wandle: Letters and Sounds Revised	Little Wandle
Nessy	Nessy Learning Ltd
Classroom Secrets	Classroom Secrets
Picture News	Picture News

Further Information

Additional activity

Our pupil premium strategy is supported by wider school activity that is not funded through pupil premium. This includes:

- Whole-school work to strengthen classroom practice, including consistent routines and feedback, which benefits all pupils, particularly those who are disadvantaged.
- Ongoing pastoral and wellbeing support, including access to trained staff and external services, to support pupils' readiness to learn.
- A range of enrichment and extracurricular opportunities, including sport, music and wider curriculum experiences, with disadvantaged pupils supported to participate.
- Whole-school attendance improvement work, recognising attendance as a key barrier for disadvantaged pupils.

Planning, implementation and evaluation

In developing the current pupil premium strategy, leaders evaluated why previous approaches had not fully delivered the intended impact. Evidence was triangulated from statutory and internal assessment data, attendance information, work scrutiny, pupil progress meetings, pupil voice and professional dialogue with staff and families.

The strategy has been informed by relevant research and guidance, including Education Endowment Foundation guidance, and reflects the school's context and identified priorities.

The impact of pupil premium spending is reviewed regularly through assessment outcomes, attendance data and pastoral information. The strategy will be refined over time to ensure it continues to address barriers effectively and improve outcomes for disadvantaged pupils.