



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	151
Proportion (%) of pupil premium eligible pupils	27.8%
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 Reviewed September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Lee Swales
Inclusion Lead Pupil premium Lead	Lee Swales Jo Hallam
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	£83,700
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: £ 33,635

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 – 2025-2025

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils

Leaders reviewed the outcomes of disadvantaged children during 2025–2026 using statutory assessment outcomes, the school's assessment information, children's work, attendance information and pupil progress discussions.

The number of disadvantaged children at each statutory assessment point was very small. Each child represented 25 percentage points in Reception, 20 percentage points in the Year 1 phonics screening check and 10 percentage points at the end of Key Stage 2. These cohorts do not provide statistically reliable samples from which to identify trends or make secure comparisons. Leaders therefore consider the published percentages alongside children's individual starting points, additional needs, work over time and wider assessment information.

Attainment and progress

In Reception, one of the four disadvantaged children achieved a Good Level of Development. The children had differing starting points and levels of additional need. Assessment information showed progress from individual starting points, although three children did not meet all the measures required for a Good Level of Development.

In the Year 1 phonics screening check, four of the five disadvantaged children met the expected standard. While the cohort is too small to draw wider conclusions, these individual outcomes were positive. Leaders continue to monitor the consistency of phonics teaching and the progress of children requiring additional support.

The disadvantaged Year 6 cohort consisted of ten children. At the end of Key Stage 2:

- 40% achieved the expected standard or above in reading
- 40% achieved the expected standard or above in mathematics
- 50% achieved the expected standard or above in writing
- 30% achieved the expected standard or above in reading, writing and mathematics combined

Some disadvantaged children also achieved above the expected standard in individual subjects. However, the small cohort and children's differing starting points and additional needs limit the conclusions that can reasonably be drawn from the percentages alone.

The school's wider assessment information, children's work and pupil progress discussions indicated that, on the whole, disadvantaged children made suitable

progress from their starting points. Progress and attainment were not consistent across all subjects or for all children. Reading, writing fluency and mathematical fluency therefore remain areas of focus within the existing three-year strategy.

Attendance, behaviour and wellbeing

Attendance for disadvantaged children increased from 91.4% in 2024–2025 to 92.0% in 2025–2026.

Academic year Disadvantaged Not disadvantaged Difference

2024–2025	91.4%	95.7%	4.3 percentage points
2025–2026	92.0%	96.3%	4.3 percentage points

Attendance improved for both groups, but the difference between disadvantaged and other children remained unchanged. Leaders cannot attribute this movement to a single intervention. The attendance information continues to demonstrate the need for close monitoring, early contact with families and support based on the barriers affecting individual children.

Behaviour across the school remained calm and orderly. There was one suspension during 2025–2026, compared with six during 2024–2025. This is a whole-school measure and should not be interpreted as a specific disadvantaged outcome. Pastoral records and pupil voice indicate that disadvantaged children generally felt safe, supported and included in school life.

A significant proportion of disadvantaged children also had SEND or experienced additional barriers relating to attendance, wellbeing or family circumstances. Leaders considered these overlapping needs when reviewing individual progress and provision. Support was based on assessed barriers rather than disadvantage alone, meaning that not every disadvantaged child received the same provision.

Evaluation of the strategy during 2025–2026

During the first year of the 2025–2028 strategy, pupil premium funding supported:

- phonics and structured reading provision
- the development of writing through modelling and vocabulary
- in-class support and adaptive teaching
- targeted academic support where assessment identified gaps
- attendance monitoring and work with families
- pastoral, emotional and family support
- access to clubs, visits, enrichment and residential experiences

Monitoring indicated that disadvantaged children generally accessed the full curriculum and participated in wider school life. In-class support helped children remain alongside

their peers, while targeted academic and pastoral provision was used where assessment or wider information identified a specific barrier.

There are some positive indicators, including the individual Year 1 phonics outcomes, improved attendance and a reduction in suspensions across the school. However, leaders recognise that these measures cannot be attributed solely to pupil premium spending. Small statutory assessment cohorts also mean that year-on-year percentages do not provide reliable evidence of sustained impact.

The review confirms that the priorities identified within the three-year strategy remain appropriate and are closely aligned with the school's 2026–2027 School Development Plan and graduated approach to SEND. In particular, the strategy supports the school's priorities to strengthen reading through Key Stage 2, secure strong foundations in curriculum, teaching and assessment, and ensure that every child belongs, participates and succeeds.

Where disadvantage overlaps with SEND, provision is planned and reviewed through the assess-plan-do-review cycle. Support is matched to each child's identified barriers, starting points and progress over time. Disadvantage does not, in itself, indicate SEND, and disadvantaged children do not automatically receive SEND provision.

During 2026–2027, leaders will continue to:

- strengthen the consistency of inclusive classroom teaching
- prioritise reading fluency and comprehension through Key Stage 2
- develop writing fluency, modelling and vocabulary
- strengthen mathematical fluency and foundational knowledge
- maintain early and targeted attendance support
- coordinate provision where disadvantage overlaps with SEND or wider vulnerability, using the graduated approach and assess-plan-do-review cycle where appropriate
- evaluate provision through individual progress, work over time, attendance, participation and pastoral information, as well as statutory outcome.

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

Further Information

Our pupil premium strategy is supported by wider school activity funded through the school's core budget or other funding sources. This includes:

- whole-school work to strengthen curriculum implementation and classroom practice, including consistent routines, modelling, feedback and adaptive teaching, which benefits all children, including those who are disadvantaged
- the school's graduated approach to SEND, including assess-plan-do-review, where disadvantage overlaps with an identified special educational need
- ongoing pastoral and wellbeing support, including access to trained staff and external services, to support children's wellbeing, engagement and readiness to learn
- a range of enrichment and extracurricular opportunities, including sport, music, clubs and wider curriculum experiences, with participation monitored and barriers to access addressed
- whole-school attendance improvement work, including daily monitoring, early contact with families and coordinated support where barriers are identified
- safeguarding, behaviour and inclusion systems that help leaders identify overlapping barriers and coordinate support for vulnerable children

Disadvantage does not, in itself, indicate SEND or mean that a child requires additional intervention. Wider provision and pupil premium-funded support are matched to children's identified barriers, starting points and needs.

Planning, implementation and evaluation

In developing the 2025–2028 pupil premium strategy, leaders evaluated why previous approaches had not fully secured the intended impact. Evidence was drawn from statutory and internal assessment information, attendance data, children's work, pupil progress discussions, participation information, pupil voice and professional dialogue with staff and families.

The strategy is informed by relevant research and guidance, including Education Endowment Foundation guidance. It reflects the school's context and is aligned with the 2026–2027 School Development Plan, particularly the priorities to strengthen reading through Key Stage 2, secure strong foundations in curriculum, teaching and assessment, and ensure that every child belongs, participates and succeeds.

Leaders review the implementation and impact of pupil premium provision throughout the year. This includes considering:

- progress from individual starting points and children's work over time
- statutory and internal assessment information
- attendance and persistent absence
- engagement, participation and access to wider opportunities
- behaviour, wellbeing and pastoral information
- feedback from children, families and staff
- the quality and consistency of the provision being delivered

Statutory assessment cohorts are often too small to provide statistically reliable samples. Leaders therefore avoid drawing conclusions from headline percentages alone or attributing outcomes to individual interventions without sufficient evidence. Quantitative information is considered alongside children's starting points, additional needs and wider qualitative evidence.

The three-year strategy and its overarching priorities remain in place. Leaders will review provision and adjust its implementation where monitoring identifies that an approach is not being delivered effectively, is not addressing the identified barrier or is not having the intended impact. Findings will inform spending decisions and implementation during the remainder of the strategy period.