Pupil Premium Strategy Statement 2023-2026

Updated September 2025

This statement details our school's use of pupil premium (and recovery premium for 2023-2026) 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	Thurlton Primary School
Number of pupils in school	70
Proportion (%) of pupil premium eligible pupils Oct 2024	8.6% (6/61 pupils)
Proportion (%) of pupil premium eligible pupils Oct 2025	8.6% (6/70 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 years
Date this statement was published	November 2023
Date on which it will be reviewed	November: 2024, 2025, 2026
Statement authorised by	Jess Balado
Pupil premium lead	Jess Balado
Governor / Trustee lead	John Betney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (FSM)	£7,575
PPG- LAC- £600 per term dependant on bid	
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	£7,575

Part A: Pupil Premium Strategy Plan

Statement of intent

At Thurlton Primary our intention is to use Pupil Premium funding to ensure that, irrespective of background, history, home circumstance or the challenges they face, all our pupils make good progress and achieve across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our Pupil Premium Strategy:

- Provides appropriate interventions to ensure children's academic progress and attainment, and allows them to fully access the curriculum at the individually appropriate level, so that they can be successful in the next stage of their education.
- Provides support for children's emotional and mental health to ensure that they are able to learn effectively.
- Ensures all children have access to the same extra-curricular activities.
- High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has the greatest impact on closing the disadvantage attainment gap and at the same time will benefit non-disadvantaged pupils in the school.
- Implicit in our strategy plan is that non- disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Due to the small number of pupils entitled to Pupil Premium support, pupils currently identified as pupil premium have a disparate range of needs which we are able to identify and plan to meet on an individual basis. There are a small number of pupils who do not meet the official criteria of *Pupil Premium* but whom we have identified as vulnerable because of their home or family circumstances or learning needs. These pupils are included in our strategy and the funding is used to support their needs as well.

The key principles of our strategy plan are:

- Recognising that all pupils are unique individuals and that to best support them we must look at individual strengths, difficulties and characteristics and be able to offer support for emotional and mental wellbeing where needed.
- Ensuring all pupils have access to 'quality first teaching' and learning.
- Providing targeted academic support for pupils who are not making expected progress. Addressing non-academic barriers to learning such as attendance, behaviour, mental health and adverse childhood experiences/trauma.
- Working with Parents/Carers to ensure that pupils have the necessary resources for learning and are given opportunities to participate in extra-curricular activities, and educational visits.

Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due to low self-esteem, access to resources and a lack of enrichment opportunities. These particularly affect disadvantaged pupils, including their attainment.
2	Assessments and observations, suggest that some disadvantaged pupils have greater difficulties with cognition and learning than their peers. This negatively impacts their development as readers and learners. Some have poorer vocabulary and lack general knowledge. This can impede their overall academic progress.
3	Assessments and observations highlight pupils have limited support from home and are underachieving in writing and mathematics. This is particularly true of pupils in KS2.
4	Observations and discussions have highlighted some families cannot afford the same extra-curricular activities, enrichment experiences and cultural opportunities as their peers. This limits aspirations and reduces the breadth of experience.
5	Emotional barriers and relationship issues negatively impact on some pupils' ability to appropriately engage with learning. This can impact on attendance.

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
Provide support for pupils with their emotional wellbeing to allow them to enjoy school life and be successful and aspirational	Discussions and Pupil Survey show that they are happy and aspirational. Pupil attendance improves for those with persistent absence.
Increase the rate of progress in early reading for disadvantaged pupils across Early Years and Key Stage 1 and reading in Key Stage 2	Analysis of achievement data indicates that progress of disadvantaged pupils is at least in line with their peers in phonics and reading
Provide high quality and sustainable early intervention for pupils in reading, writing and maths	Analysis of achievement data indicates that progress of disadvantaged pupils is at least in line with their peers in reading, writing and maths
Pupils have access to the same extra-curricular activities, enrichment experiences, cultural opportunities and school trips and residentials as their peers.	All disadvantaged pupils (including those who do not meet the official criteria) attend residential visits, are able to attend After School Clubs and can participate in all activities offered

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Total: £0- this is supported through whole school CPD where all staff access the same input and work in collaboration

Activity	Evidence that supports this approach	Challenge number addressed

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

Total: £6525

Activity	Evidence that supports this approach	Challenge number addressed
Learning Support Assistant to work specifically focussed on underachieving KS2 pupils and those with additional needs	Extensive research has shown that improved quality of teaching is most effective in supporting all children, but will disproportionately benefit those with less support or access to educational resources at home.	1, 2, 3 and 5
Individual/small group support for Reading, Writing, Maths, SaLT and social/emotional sessions across the school. Investment in TA provision enables targeted support, pre-teaching and specific interventions to take place	Small group tuition | EEF (educationendowmentfoundation.org.uk) Education Endowment Foundation (EFF) states that small group tuition is most effective if targeted at specific needs. TAs who provide 1:1 support based on a clearly specified approach can have a strong positive benefit (+4 months progress, on average, over the course of a year)	1, 2, 3 and 5
School-led tuition 1:1 and groups Additional teaching support focussed on raising standards for KS2 attainment	One to one tuition | EEF (educationendowmentfoundation.org.uk) EFF One to One Tuition Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions over a set period of time appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with,	1, 2 and 3

	normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	

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

Total: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced curriculum to enthuse and inspire pupils in their learning, and enable them to participate in events and experiences that may not be available to them such as author visits, trips and performances	The importance of mental health is well documented. Pupils who have good mental health and are socially and emotionally well balanced are more able to learn effectively and manage the social aspects of school well. Social and emotional learning | EEF (educationendowmentfoundation.org.uk) 1:1 and small group activities provide pupils with the tools they need to manage their emotions, manage social situation and protect their mental health.	1, 2 and 3
Financial support to enable PPG pupils access to extracurricular activities, school day trips and residential visits so that they an develop their social and emotional aspects of learning	All children have access to the same opportunities. Funding is used to ensure places on residential visits and for access to after school clubs. Social and emotional learning | EEF (educationendowmentfoundation.org.uk) EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year)	4

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the last academic year.

The small number of pupils entitled to the pupil premium at Thurlton means that data is statistically insignificant. Small changes in numbers have a disproportionate impact on percentages and individual pupils can easily be identified from the data.
Reporting in this section is therefore, in very general terms.

2024-2025

Pupil Premium funding has supported the inclusion of pupils in challenging circumstances, ensuring they had access to adult support and intervention for their emotional health and well-being. This has been targeted towards pupils with low attendance.

Targeted interventions have been delivered to address gaps in emotional security as well as in learning.

All pupils entitled to the pupil premium received intervention support in at least one curriculum area.

Where pupils have identified SEND, they are making good progress from their starting points, demonstrating interventions are having impact.

Internal assessments during 2024/25 show all pupils entitled to the pupil premium made good progress in areas where they received targeted intervention, again demonstrating positive impact of individualised regular high quality interventions.

All pupils entitled to pupil premium were offered places at all the After School Clubs. 20% of the pupils took up places on one or more of the activities offered.

All pupils entitled to pupil premium funding participated in enrichment activities, for a reduced cost.

All pupils entitled to pupil premium in year 4, 5 and 6 attended the school's residential in 2025.

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
CPD/ School Improvement support	VNET

Service pupil premium funding (optional) – Not Applicable

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	