



Pupil premium strategy statement 2024 - 2027

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Thorpe CofE Primary School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	23.7% (46 chn – Autumn 2025) National average 25.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Joe Blaney
Pupil premium lead	Carly Orriss
Governor	Linda Gillham

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£59,770
Recovery premium funding allocation this financial year	£1268.75 (Last payment)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this year (Based on Oct 24 Census)	£61,038.75



Part A: Pupil premium strategy plan

Statement of intent

The objectives for our Pupil Premium strategy are to fulfil our vision:

‘Through Christ who strengthens us, all will flourish at our school, with *Faith, Love and Excellence*.

We recognise that not all children from low-income families will be disadvantaged and that not all pupils who are disadvantaged will be eligible for pupil premium. The intended effect of Pupil Premium funding is to accelerate progress and raise attainment for our pupils who are at an educational disadvantage.

This academic year we will support our disadvantaged children to ensure all:

- Make good academic progress
- Are happy and safe at our school and attend school regularly
- Respond positively to our new behaviour policy
- Are provided with opportunities to experience a broad and balanced curriculum
- Families within the school community are supported through social, emotional or financial circumstances.

This will be achieved through excellent partnerships with parents, careful analysis of assessment data and effective deployment of pupil premium.

Challenges

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

Challenge number	Detail of challenge
1	Closing the attainment gap for disadvantaged children and their peers.
2	Social and Emotional needs/Adverse Childhood Experiences impact on our disadvantaged pupils.
3	Attendance for disadvantaged pupils is low.
4	Disadvantaged pupil with SEND require direct work to ensure they reach their potential. (50% of EHCPs are also DP)



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
<p>Good progress for all children. Readiness to learn for all children.</p>	<p>All children will make good progress from their starting points. (As measured by end of previous year's data GLD in Reception, Phonics Screening in Year 1, KS2 SATS)</p>
<p>All children will be supported with their social and emotional needs. Additional provision for ELSA, social skills, circle time, nurture groups and PSHE scheme.</p>	<p>Reports from parents, children and staff will demonstrate effective use of:</p> <ul style="list-style-type: none"> • Early Help • EPAC plans. • Assessments • ELSA sessions • SEND provision • Primary Mental Health Worker/Child Well being practitioner <p>Behaviour plans and ABC charts for individual children will show a decrease in the % of incidents after intervention. Attendance for children experiencing social and emotional needs will be above 90%.</p>
<p>Attendance for all children will be above 90%</p>	<p>Ensure attendance figure rises from 93.4% (2023 – 2024)</p>
<p>All disadvantaged pupils with SEND will make good progress.</p>	<p>Effective SEND targets implemented with plan, do, review cycle and monitored using the provision map. Progress will be good from starting points for all children. Parents report good level of communication about their children's needs. School will be relentless in its pursuit of the appropriate funding and provision for children with SEND.</p>



Activity in this academic year September 2025 - August 2026

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

Teaching

Budgeted cost: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD Staff: Colourful Semantics</p> <p>Colourful Semantics to be embedded through the school to raise attainment in writing with direct intervention for those children who need a higher level of support.</p> <ul style="list-style-type: none"> ✓ Colourful Semantics training from Speech and Language Therapy ✓ Colourful Semantics workshops from the Specialist Teachers for Inclusive Practice 	<p>Colourful Semantics is an evidence based intervention that supports children with their oracy and writing.</p>	<p>1,2,3,4</p>
<ul style="list-style-type: none"> ✓ English Hub support <p>Year 1 phonics score maintained as at or above national</p> <p>English Lead to deliver coaching sessions</p> <p>High quality interventions for spotlight children.</p> <ul style="list-style-type: none"> ✓ Continue Synthetic phonics scheme (Rocket Phonics) into KS2 with a focus on closing the gap for DP/SEND children. 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>EEF Toolkit: Phonics: +5 'very high impact for very low cost based on very extensive research'</p>	<p>1</p>
<p>CPD for Staff – Quality First Teaching</p> <ul style="list-style-type: none"> ✓ Review and enhance curriculum development to create teaching and learning that is highly engaging and motivational for disadvantaged pupils. Highlighting and celebrating a range of life stories. ✓ Jane Considine Reading Plans in KS2 ✓ Mastering Number (EYFS and KS1) ✓ Implementing Pre-teach in KS2 <p>Embedding Number Sense Times Tables Programme (KS2)</p>	<p>EEF planning guide for schools (22-23) 'The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils.'</p> <p>Providing excellent CPD supports teachers to deliver effective teaching sequences to support all learners. Focus on GRT and SEND children.</p> <p>Mastery learning: +5 months on EEF toolkit 'high impact for very low cost'</p>	<p>1, 2, 3 and 4</p>



Recruitment and retention of experienced staff	Use of experienced staff will ensure a high level of expertise and quality first teaching	1 and 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and use Widgit throughout the school.	<p>EEF recommends 1:1 or small group teaching as a key component of a Pupil Premium Strategy.</p> <p>1:1 or small group teaching allows personalised targets to be focussed on and learning progressed.</p> <p>Oral language interventions: +6 months on EEF toolkit 'very high impact for very low cost based on extensive evidence'</p> <p>Small group tuition: +4 months EEF toolkit 'moderate impact for low cost based on moderate research'</p>	1 and 4
Daily intervention for Spotlight Phonics Children (lowest 20%)		1 and 4
Target DP children for 1:1 intervention with class teacher or teaching assistant.		1
		1, 2 and 4
Booster groups for Year 6 children		1 and 4
KS2 Phonics Programme (3 x 30min sessions a week)		1, 2 and 4

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

Budgeted cost: £11,038

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of REMA (Race equality and minority achievement) Literacy Interventions with Reception Class.	One to One tuition +5 months on EEF toolkit 'High impact for moderate cost based on moderate evidence'	1,2,3,4
Early Help Assessments led by Headteacher	Targeted support for families to help remove barriers to learning. Attendance, housing, financial support and support of children's learning are all areas	1, 2, 3, 4



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	impacted by Early Help Assessments and ongoing support.	
Attendance Lead	Ensuring all children attend school so they can access their learning.	3
ELSA (3 afternoons)	Developing strong attachments, promoting self-esteem, confidence and emotional awareness and regulation supports children to access their learning effectively.	1, 2, 3, 4
Targeted financial support with residential trips, educational visits and clubs where possible	Academic support and social and emotional wellbeing will be prioritised as the main use of funding. Ambition for all children to have access to an enriched curriculum will support their wellbeing.	1, 2, 3, 4

Total budgeted cost: £61,038.75



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 2024 to 2025 academic year.

Intended outcome	Success criteria	Impact
<p>Good progress for all children.</p> <p>Readiness to learn for all children.</p>	<p>All children will make good progress from their starting points. (As measured by end of previous year's data GLD in Reception, Phonics Screening in Year 1, KS2 SATS)</p>	<p><u>Year 6 SATS DP (2025)</u></p> <p>Reading – 25%</p> <p>Writing - 25%</p> <p>Maths - 50%</p> <p>GPS – 75%</p> <p>All made expected or better progress based on their starting points.</p> <p><u>Times Tables Initiative</u></p> <p>Average score 23.9 vs National 20.6.</p> <p>50% of DP children reached the average score or above.</p> <p><u>Phonics</u></p> <p>80% DP Year 1 children passed the year 1 phonics screening.</p> <p><u>GLD</u></p> <p>100% DP reception children achieved GLD</p>
<p>All children will be supported with their social and emotional needs.</p> <p>Additional provision for ELSA, social skills, circle time, nurture groups and PSHE SOW.</p> <p>Additional Teaching Assistant time to support with social and emotional needs in a specific year group.</p>	<p>Reports from parents, children and staff will demonstrate effective use of Early Help Assessments, ELSA sessions and SEND provision.</p> <p>Behaviour plans for individual children will show a decrease in the % of incidents after intervention. Attendance for children experiencing social and emotional needs will be above 90%.</p>	<p>Children are well supported by ELSA, our Primary Mental Health Worker and additional interventions in school.</p> <p>This is continuing, with support from additional EHCP provision and has had a positive impact of behaviour and wellbeing.</p> <p>Attendance remains a key issue for the school to address for all children.</p>
<p>Attendance for all children will be above 90%</p>	<p>Persistent absence for disadvantaged pupils will be reduced.</p>	<p><u>2024-2025</u></p> <p>Pupil Premium attendance: 90.1%</p> <p>Not Pupil Premium attendance: 94.1%</p> <p>School are working closely with Attendance Advice & Intervention Officer to implement</p>



		<p>strategies to raise attendance and children and close the gap between the attendance of Pupil Premium children and not Pupil Premium Children.</p> <p>Strategies in place:</p> <p>Call all parents/all contacts on 1st day of absence</p> <p>Make contact on each day of absence</p> <p>Letters to parents as soon as attendance drops.</p>
<p>All disadvantaged pupils with SEND will make good progress.</p>	<p>Effective SEND targets implemented with plan, do, review cycle and monitored using the provision map.</p> <p>Progress will be good from starting points for all children.</p> <p>Parents report good level of communication about their children's needs.</p>	<p><u>DP and EHCP combined</u></p> <p>Whole school – 50% of children with EHCP and DP making expected or better progress in reading, writing and maths.</p> <p><u>Children DP and SEN support</u></p> <p>20% of children with SEND Support and DP making expected or better progress in reading, writing and maths.</p> <p>SENCO taking action to support the 80% of children who did not make expected progress through involving outside agencies and EHCP assessment requests.</p>