

Pupil premium strategy statement – Thorpe Primary Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	131 (29.9%)
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)	2025/2026 to 2027/2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Jamie Parkhouse Headteacher
Pupil premium lead	Paula Jeremaes Assistant Headteacher
Governor / Trustee lead	Olutayo Awodele Lead Governor Jude Macdonald Director of Inclusion

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£219,675
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£219,675

Part A: Pupil premium strategy plan

Statement of intent

At Thorpe Primary Academy we want all pupils, irrespective of their background or the challenges they face, to make good progress and achieve high attainment 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment and observations of disadvantaged pupils. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- support disadvantaged pupils to attend school regularly and on time
- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessment and observations of disadvantaged children show that parental engagement (reading nights/homework & use of Seesaw) is low and not supporting learning at home. 89% of disadvantaged children struggle with reading at home and 74% do not engage with homework activities consistently.

2	<p>Assessments, observations, and discussions with pupils show that disadvantaged pupils are generally further behind:</p> <ul style="list-style-type: none"> • Reading attainment ranges from 47% to 76% on track with an average of 62%; • Writing attainment ranges from 38% to 65% with an average of 50%; • Maths attainment ranges from 45% to 92% with an average of 71%
3	<p>Internal assessments and observations indicate that writing attainment for disadvantaged pupils is generally lower than non-disadvantaged pupils and behind national expectations with an average of between a term (KS1) and a year (KS2) behind age-related expectations in most year groups.</p>
4	<p>Disadvantaged children continue to have lower attendance of 93.12%, compared to 94.06% for non-disadvantaged children (24/25 data). 24% of disadvantaged pupils during 24/25 were persistently absent. 19.28% of non-disadvantaged pupils were persistently absent during 24/25, which is 5.96% lower for disadvantaged pupils.</p> <p>Our observations indicate that absenteeism has negatively impacted on disadvantaged children's self-esteem and progress.</p>
5	<p>The Barriers to Learning assessments identify 12% of disadvantaged children with significantly low resilience and a further 37% having moderate levels of resilience which impacts their ability to learn.</p> <p>Communication and Interaction is our largest area of need for SEND pupils, of which 37.9% of pupils are also disadvantaged.</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
Reading nights/homework engagement in line with non-disadvantaged peers	<p>90% or more of disadvantaged pupils to be green for reading nights from end of year 2025/26, then in line with non-disadvantage pupils during following years.</p> <p>75% of disadvantaged pupils by the end of 2025/26 and 85% of disadvantaged pupils by the end of 2026/27 will be engaged with homework activities.</p>
Improved phonics outcomes for disadvantaged pupils in EYFS / KS1 lead to KS2 improved reading outcomes in 2025/26	<p>Statutory assessments show:</p> <ul style="list-style-type: none"> • 75%+ of disadvantaged pupils in Y1 and Y2 phonics pass the phonics screening check in 2025/26 • KS2 reading outcomes in 2025/26 show that disadvantaged pupils achieve in-line with non-disadvantage pupils (77%) at the expected standard

<p>Improved writing outcomes for disadvantaged pupils in EYFS, KS1 and KS2</p>	<p>Statutory assessments show:</p> <ul style="list-style-type: none"> Disadvantaged pupils in EYFS reach ELG in 2025/26 68%, in 2026/27 72% and 2027/28 75% Disadvantaged pupils in KS1 reach the expected standard in 2025/26 of 70%, 2026/27 72% and 2027/28 75% Disadvantaged pupils in KS2 reach the expected standard in 2025/26 of 70%, in 2026/27 72% and 2027/28 75%
<p>Improved maths outcomes for disadvantaged pupils in EYFS, KS1 and KS2</p>	<p>Statutory assessments show:</p> <ul style="list-style-type: none"> Disadvantaged pupils in EYFS reach ELG in 2025/26 68%, in 2026/27 72% and 2027/28 75% Disadvantaged pupils in KS1 reach the expected standard in 2025/26 of 75%, 2026/27 77% and 2027/28 80% Disadvantaged pupils in KS2 reach the expected standard in 2025/26 of 75%, in 2026/27 77% and 2027/28 80%
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> Overall attendance for all pupils is 95%+ with disadvantaged pupils and non-disadvantaged pupils in line Persistent absenteeism for all pupils is below national average with disadvantaged pupils and non-disadvantaged pupils in line
<p>To increase levels of resilience and ability to concentrate in lessons for disadvantaged children. A therapeutic approach across school supports disadvantaged children with low self-esteem, social skill development and emotional agency. The myHappyMind programme teaches the skills of emotional regulation, developing children's resilience and self-esteem.</p>	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> Barriers to Learning grid shows increased resilience and ability to concentrate over the next 3 years. Pupil voice surveys refer to confidence levels and strategies to problem solve. Pupils can identify how they feel and have an expanded emotional vocabulary

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: £69,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Coaching programme for teaching and learning using Walk Thrus - we want to ensure that our pupils at Thorpe receive the best possible learning experience. We will fund teacher CPD, provide release time to meet with coaches, observe other teachers and undertake professional development activities.</p>	<p>Research from the Sutton Trust identifies two factors with the strongest evidence of improving pupil attainment:</p> <ul style="list-style-type: none"> • teachers' content knowledge, including their ability to understand how students think about a subject and identify common misconceptions • quality of instruction, which includes using strategies like signal, pause, insist, cold-calling and think, pair, share. <p>Research from the EEF shows that effective professional development mechanisms are split into 4 categories</p> <ul style="list-style-type: none"> • Building knowledge • Motivating staff • Developing Teaching techniques • Embedding practice <p>Coaches are using Walk Thrus as a framework to develop teaching techniques and the cycles allow practice to be embedded.</p> <ul style="list-style-type: none"> • EEF-Effective-Professional-Development-Guidance-Report.pdf 	<p>2, 3 & 5</p>
<p>Phonics lead monitoring and support of a DfE (Department for Education) validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a robust evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Roots groups in reading - small group tuition targeted at pupil's specific needs.</p>	<p>This approach has moderate impact for low cost. Pupil's benefit from the small groups in both reading and maths in Year 6. Learning is targeted and monitored. Evidence from the EEF supports this.</p> <p>EEF Small group tuition</p>	<p>2 and 3</p>
<p>Core subject leaders to provide coaching / support through team teaching, modelling lessons in</p>	<p>Research from the EEF shows that effective professional</p>	<p>2 and 3</p>

<p>reading, writing and maths to ensure fidelity to programmes and consistently good teaching.</p>	<p>development mechanisms are split into 4 categories</p> <ul style="list-style-type: none"> • Building knowledge • Motivating staff • Developing Teaching techniques • Embedding practice <p>The core subjects leaders develop this through initially identifying the next step for each teacher and working together to develop and embed these practices.</p> <ul style="list-style-type: none"> • EEF-Effective-Professional-Development-Guidance-Report.pdf • Reading comprehension strategies EEF • Mastery Learning EEF • Research: how can coaching lead to school improvement? 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £96,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEMH support (including 1:1 support, emotionally check-ins, ELSA interventions, emotions coaching).</p> <p>The whole school will continue to embed a therapeutic approach to behaviour and ethos, which interlinks with the current Behaviour policy and handbook, with specific CPD organised to support this.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour, and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	All
<p>Targeted intervention delivered out of class:</p> <p>Interventions, such as</p> <p>1st Class at Writing</p> <p>1st Class at Number</p>	<p>Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.</p> <p>EEF Teaching Assistant Interventions</p>	2 and 3
<p>SEND Interventions – small group teaching for high needs pupils with</p>	<p>Whole school focus on total communication is supporting all pupils to</p>	1, 2 and 3

<p>a communication and interaction focus.</p>	<p>develop communication skills and understanding.</p> <p>Small group sessions can facilitate:</p> <ul style="list-style-type: none"> • A focus on linguistic aspects of communications, such as teaching and modelling vocabulary and language • Both cognitive and linguistic aspects of communication, such as interactive reading or collaborative talk • Physical aspects, such as teaching and modelling social communication skills <p>Communication and Language Approaches</p>	
<p>Small group teaching in Y6 for maths & RWI enables targeted support and increased quality of feedback. Positive impact on self-confidence and resilience of pupils is also achieved.</p>	<p>According to the EEF reducing class size has a small positive impact of +2 month, on average. The gains from smaller class sizes in years 2 and 6 increases flexibility for organising learners and the quality and quantity of feedback the pupils receive.</p> <p>EEF Reduced class sizes</p> <p>Feedback Toolkit Education Endowment Foundation EEF</p>	<p>2, 3 and 5</p>

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

Budgeted cost: £53,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning resources to support self-regulation, resilience and metacognition: my happy mind in school and parent App for home support.</p> <p>Academic support including resources for phonics and maths in EYFS</p>	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>Social and emotional learning EEF EER Metacognition and Self-regulation EEF Parental engagement</p>	<p>1, 2, 3 & 5</p>
<p>School uniform support available for disadvantaged families</p>	<p>We want all pupils at Thorpe to feel proud of being part of the 'Thorpe Family' and school uniform plays in</p>	<p>3 and 5</p>

	<p>important part of this ethos and impacts on positive behaviour.</p> <p>School Uniform EEF</p>	
<p>Trips (including residential trips) are accessible to all through 50% financial support, including residential</p>	<p>All pupils at Thorpe can take part in trips which enhance the broad and balanced curriculum. To ensure disadvantage pupils fully participate we support the cost by 50% Outdoor Adventure Learning Toolkit Education Endowment Foundation EEF</p>	5
<p>Designated person supporting families with low attendance. Development of attendance strategy to improve parental engagement with school, recognition systems. Support for low attending disadvantaged children. Mental health support offered where appropriate including Meet and Greet.</p>	<p>The use of clear and consistently applied systems to improve and incentivise attendance and address absences are essential to improve the attendance of disadvantaged children.</p> <p>Government guidance re attendance</p>	4 and 5
<p>Breakfast provision helps ensure that no child has to learn when they are hungry. We offer free breakfast club to all disadvantaged pupils at Thorpe, which also encourages higher attendance. Our Pastoral Support use resources from Nessie to plan support for children experiencing EBSA.</p>	<p>In November 2016, the Education Endowment Foundation (EEF) published an independent evaluation of school breakfast clubs, which found that a model of free, universal, before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools. However, a review of this report means it no-longer meets the EEF's Promising Projects criteria. The EEF remains interested in school breakfast clubs and will look for ways to add to the evidence base about them in the future.</p> <p>EEF information on Breakfast clubs EBSA guidance from NESSie</p>	All
<p>Continue to use Seesaw, for communications with parents and for homework that is related to the classwork and has clear expectations. Improve parental engagement through use of Seesaw.</p>	<p>Parental engagement strategies are low cost and have a robust evidence base that indicates a positive impact, particularly in EYFS (+5 months) and across the rest of school (+4 months)</p> <p>Parental Engagement Toolkit Education Endowment Foundation EEF</p> <p>Homework is shown to be most effective when it is integral to the learning process within school and is low cost and has a positive impact.</p> <p>Homework Toolkit Education Endowment Foundation EEF</p>	All

Contingency fund for acute issues.	Based on experience and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £219,675

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Throughout the last three-year plan attainment in core subjects remained to be a focus. Assessment data showed gains being made with further progress needed:

- Progress in reading of disadvantaged children was stronger than non-disadvantaged in several year groups. Although each cohort is different, the attainment for disadvantaged children in Years 4 and 5 exceeded that of the cohort (In 24/25 Year 4 achieved 73% EXS compared to a cohort of 62% and Year 5 76% compared to 57%).
- Attainment in EYFS to Year 3 remains to be a focus area for reading as disadvantaged children achieve lower attainment than their non-disadvantaged peers (range of 3-19% difference).
- Good progress continues to be made in writing by most disadvantaged children and is stronger than non-disadvantaged in some year groups. Attainment has rapidly increased in most year groups at the expected standard but remains below target and in some year groups below non-disadvantaged peers.
- Disadvantaged children continue to make strong progress in maths, with upper KS2 children outperforming their cohort at EXS.

Statutory Assessments

- Within the Early Learning Goals in EYFS, GLD for PP was achieved in 24/25 at 64% compared to year group of 60%. National was 68%
- The PSC results in 24/25 for disadvantaged pupils was 61% compared to 80% for cohort. National was 80%. The Year 2 re-take of the PSC resulted in 100% of disadvantaged pupils achieving the required standard. For the cohort it was 98%
- MTC in Year 4 resulted in 24/25 in an average point score of 24 marks for disadvantaged pupils, compared to 23.7 for the cohort. National data was 21.
- In KS2 SATs at the end of 24/25, disadvantaged pupils achieved 14% lower in reading compared to their peers. National was 75% For Writing disadvantaged pupils were 16% behind their peers, with National at 72%. For maths disadvantaged pupils were 11% below their peers, with National at 74%. For GPS disadvantaged pupils were 10% below their peers with National at 73%.

The gap has closed to less than 1% over the last three years between disadvantage pupils' attendance and non-disadvantaged pupils (93.12%-94.06%). However, with 24% of disadvantaged pupils being a persistent absentee there is still a significant gap compared to non-disadvantaged pupils both at Thorpe Primary Academy and National (19.28% / 15.6%).

To target low attendance in disadvantaged children, as well as offering free breakfast club to all disadvantaged children, we also offer support from Nessie for emotional based school avoidance (EBSA), access to the Mental Health Support Teams with the NHS and the myHappyMind Parent App, which has parental support for EBSA and other guidance.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be impacted for our disadvantaged pupils. We continue to make mental health referrals as there is a need for social, emotional support within school. The myHappyMind program, now in its second year, is beginning to show impact, with children more able to emotionally regulate and resolve conflicts at playtimes. Improvements in resilience and self-esteem are evidence in the barriers to learning analysis.

The myHappyMind end of year impact report showed:

- At the beginning of 24/25 93% of teachers said half or less of their children were aware of the factors that contribute to their wellbeing and only 3% of teachers said more than half of their children had a method to self-regulate during times of stress and worry. 100% of teachers said their class struggled with their confidence and 97% of teachers said some of their children had friendship challenges and struggled to see things from another's point of view.
- By the end of the year 95% of teachers said the 'Meet the Brain' module had helped their class to understand their brain and 89% of teachers said Happy Breathing has benefitted their class. 95% of teachers are now having at least 1 conversation (formal or informal) about children's mental wellbeing each week. 100% of teachers said they have seen the self-esteem and confidence of their children improve from using myHappyMind so far. 79% of teachers said their children have a better understanding of the importance of positive relationships and how to build them.

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
myHappyMind	A mental health and well-being program for schools that aligns with the Department for Education's requirements. It covers all the mandatory objectives for the DfE's Relationship Education curriculum and approximately 70% of other PSHE objectives.
Nessie	NESSie (a not-for-profit mental health organisation) is not a program run by the Department for Education (DfE) itself, but its Mental Health Leads training is quality assured and approved by the DfE for grant funding.

