

Pupil premium strategy statement

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	Thursfield Primary
Number of pupils in school	286
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 to 2025/2026
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs E Bradbury Head teacher
Pupil premium lead	Mr Reddish
Governor / Trustee lead	Mr Spinks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,373.00
Recovery premium funding allocation this academic year	£0
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	£51,373.00

Part A: Pupil premium strategy plan

Statement of intent

Here at Thursfield we strive to provide children with 'a ticket to anywhere'. We aim to nurture and cherish the uniqueness of individual pupils and encourage them to become Champions, so that they have the power to take control of their lives and create their own future and dare to believe that they can do anything they wish with their 'ticket'. This is supporting our pupils so that they live champion lives. We strive to provide champion moments for all children, which are positive moments and connections that they will remember in their lifetime. These moments can happen at any point in any day within our children's lives.

Our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially or academically because of disadvantage. We strive to raise expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics and support those with SEND
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities
6	Parental engagement

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 meaningful support to pupils who need Social Emotional and wellbeing provision.	All identified pupils have consistent and meaningful support from pupil mentor. Pupils and parents report positive influence of wellbeing support. (end of year survey completed by pupil mentor)
Close gaps in Reading, Writing and Maths and support those with SEND	Achieve outcomes in-line with, or above, national average by the end of KS2. Gaps in learning are identified and progress is ensured by teacher led quality first teaching and interventions. Interventions-Use of Little Wandle to support those in KS2 who continue to need phonics. Fluency books for those children who are new to banded reading. Application of Trust conception of quality documents and incorporating new pedagogical teaching methods. Pupil premium children with SEND are supported through ADPR's or EHC's. (working closely with SENDCO) New Nursery setting is applying new curriculum and is identifying PP children and children who are PP and SEND at a very early stage.
Close gaps in phonics	At least 90% of pupils in Y1 and Y2 pass the Phonics screening check
Close gaps in attendance	Ensure attendance of Pupil premium pupils is in line with Non-pupil premium or as close as possible. Increased parental engagement demonstrated with attendance at parent consultations and parent workshops.
Provide access to wider opportunities	All pupils will experience wider opportunities as part of our 'Champion Moments.' Each year group has a selection of activi-

	<p>ties/experiences that they will meet, this is recorded on tapes-try and rolls on year on year. A wide range of school clubs are on offer and Pupil Premium pupils were asked for suggestions for those clubs – a register of pupils who attend clubs will be checked to ensure that our pupils are accessing extra-curricular activities. Opportunities for participation in extra-curricular sports activities will also be made for our Pupil Premium pupils and a record kept. Young Voices provides the opportunity to perform in a large mass choir at The Manchester Arena. We have kept the participation free to enable/encourage our Pupil Premium pupils to experience this event. Music lessons are also conducted in school, participation in these music lessons are free for all pupil premium children. These are just some of the opportunities that are provided for pupil premium children.</p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning</p> <p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</p>	<p>EEF guidance report on social and emotional learning (+4 months)</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions</p>	1,3 and 6
<p>Implementation of Thursfield's broad curriculum supported by the development of the new subject COQ's, including new nursery setting.</p>	<p>Clare Sealy adaptive teaching</p> <p>EEF adaptive teaching</p> <p>National college</p> <p>Trust developed teaching model</p>	2,4 and 5

Implementation of adaptative teaching and new pedagogical teaching model across the school in all subjects to: <i>reduce, anticipate and support memory demands and ultimately strengthen memory.</i>		
Implementation of a synthetic phonic approach (Little Wandle) Resources and training Continue to embed and develop into KS2 for those who need it. (catch up and keep up and fluency groups)	EEF toolkit- Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2 and 3 and 6
Teacher led first quality teaching to explicitly and consistently teach reading comprehension and then to provide opportunities for pupils to apply their skills across the curriculum.	EEF toolkit- Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	2,3 and 6
Adapted time table to ensure a consistent time for children to read promoting reading fluency.		1 and 2
Focusing on the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught. Application of Trust COQ.	EEF guidance reports for improving mathematics in Early Years, KS1 and KS2	2,3 and 6
Vocabulary development 1. Select and then teach particularly useful words- Tier 2	'The Art and science of teaching primary reading'- Chris such Ofsted English Research Review	2,3 and 5

<p>2. Teach children some of the essential etymology and morphology of the English language so that they can easily discern word meanings for themselves</p> <p>3. Teach unfamiliar words at the moment that they are encountered in texts</p> <p>4. Teach tier 3 words that are specific to individual subjects</p>	<p>EEF reports- Improving Literacy in KS1 and KS</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition targeted at pupils' specific needs. Tuition by School lead tutors who completed training.</p>	<p>EEF Toolkit- an average impact of four months' additional progress over the course of a year.</p>	<p>2</p>
<p>Children have access to personalised speech and language programs.</p>	<p>EEF toolkit- The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year.</p>	<p>3 and 2</p>
<p>Before and after school booster classes.</p>	<p>EEF toolkit- The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p>	<p>2</p>

ADPR's created and followed for those children with SEND and staff are aware of children who are SEND and PP.		2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,436.50

Activity	Evidence that supports this approach	Challenge number(s) addressed									
Providing support to families. Pre-loved-uniforms, slow-cooker programmes, access to outside support agencies, in school food bank, subsidised trips, residentials and after school clubs, access to extra-curricular activities of their particular interest.		5 and 6									
To ensure attendance of disadvantaged pupils is at least 96%. Support from VIPeducation Closer monitoring of this using Arbor dashboard by staff.	<table border="1"> <thead> <tr> <th>2024-2025</th> <th>Overall absence</th> <th>Attendance</th> </tr> </thead> <tbody> <tr> <td>PP national</td> <td>7.2%</td> <td>92.8%</td> </tr> <tr> <td>PP school</td> <td>6%</td> <td>94%</td> </tr> </tbody> </table>	2024-2025	Overall absence	Attendance	PP national	7.2%	92.8%	PP school	6%	94%	4
2024-2025	Overall absence	Attendance									
PP national	7.2%	92.8%									
PP school	6%	94%									
Parent workshops	EEF- communicating with parents at home regarding supporting their child with their learning	1,2,3,4,5 and 6									
Continuation of Jigsaw PSHE scheme which provides a time-tabled slot every week for children and young people to receive personal, social, emotional and health education for a big focus on emotional literacy and mental health. The aim is to build happy, healthy children and young people who are in charge of their emotional states which increases their capacity to learn.	EEF guidance report on social and emotional learning (+4 months) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions	1,3 and 6									
Continued pupil mentor role –		1,4 and 6									

SEMH, pupil and family support.		
Representation within key groups around school (school/reading council/job roles).		4,5 and 6
Use of new assessment tools to closer track PP children and progress (DCPRO) also monitor ADPR's for those with SEND		2
School wide focus on adaptive teaching and new pedagogical teaching model.	Rosenshine principles of instruction combined with the thinking of Clare Sealy on adaptive teaching.	2,3 and 5
Thursfield to continue their journey as a Restorative and relational practice aware school. HT and pupil mentor have completed 6-day training provided by Staffordshire virtual school, then created action plan to aid implementation of school wide approach. Linked to behaviour policy.		1,3 and 4

Total budgeted cost: £51,373

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

School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning

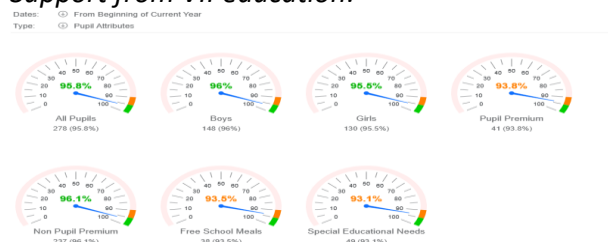
More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs: pupil mentor worked with many groups of children over the year, all reviews from children and parents alike were very positive. Impact on behaviour was seen across the school was seen after working with pupil mentor.

Providing support to families as there will be an increased likelihood of financial/emotional and social difficulties due to the legacy of covid-19 and the cost-of-living crisis. Pre-loved-uniforms, slow-cooker programmes, access to outside support agencies, in school food bank, subsidised trips, residential and after school clubs, access to extra-curricular activities of their particular interest: Positive uptake in children partaking in extra curriculum activities. Same for music lessons and trips were subsidised to ensure children could partake in learning.

Representation within key groups around school (school/reading council/job roles): Chn with SEND / or PP representation in the school and reading councils, key job roles in Y6 and in clubs.

To ensure attendance of disadvantaged pupils is at least 96%.

Support from VIPeducation:



Attendance has dropped compared to last year and is notably different when compared to non PP chn. This needs to be a focus continuing into next year. However, when analysed further it can be seen that two individual children bring down the average quite dramatically. One who has been off long term sick and another who is having individual support and work with the family to ensure attendance is improving.

Data :

Implementation of a synthetic phonic approach (Little Wandle)

Resources and training

Continue to embed and develop into KS2 for those who need it. (catch up and keep up): Phonics Y1= 82%
Phonics Y2= 98% - very positive results in KS1 with phonics. The impact of phonics teaching can be seen in this data.

Quality first teaching:

On a case study basis most children have made exp and exp + progress.

As we have low numbers of PP chn. We analyse on a case study basis as %'s when comparing between non pp and pp are not comparable.

The link between SEND and PP is still evident, however the SEND and PP chn. are still making expected progress.

Y6 data:

Combined:

Combined:	Reading	Writing	Maths	SPAG
57% - Below	42%	57%	57%	57%
43%- Exp	56%	42%	42%	42%
14 % - Above	43%	27%	14%	14%

PP are behind the rest of the cohort in % but it is not a fair comparison due to low numbers- individually the children have made exp progress overall.

Maths – two chn with negative progress - GD children to Exp

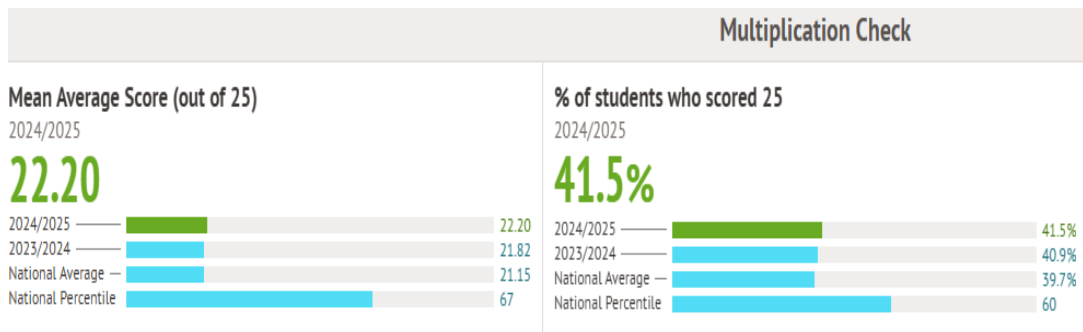
Reading- two chn with exp + progress but one with neg. progress.

Writing – all on track

SPAG- one child with Neg progress

5/8 of the PP chn in Y6 are send.

Year 4 MTC check.



Slightly over national in both areas, the pp children scored an average of 17 out 25 – slightly lower than the overall cohort. However, 3 /4 of those are on the SEND register.

Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle Ltd
White Rose Maths	Language angels
Jigsaw	Jigsaw Education Group
Charanga	EdShed

Ensure attendance of disadvantaged pupils is at least 96%.

Attendance	Non-Pupil Premium	Pupil Premium
Thursfield	95%	94%

As can be seen, PP attendance is below the rest of the school population. Support from VIPeducation is available and our EWO has been into school to introduce herself to parents and offer help and support. Again, the disadvantaged groups are very small and this makes a statistical comparison difficult.

Further information (optional) Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost personal development, wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated the effectiveness of the activities undertaken in previous years.

We triangulated evidence from multiple sources of data including assessments, engagement in class book studies, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of school's database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.