

Pupil premium strategy statement – Thrupp Primary School

This statement details our school's use of pupil premium (and recovery 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	139 (Based on Jan 25 Census)
Proportion (%) of pupil premium eligible pupils	13% (18 Pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2027)
Date this statement was published	December 2025
Date on which it will be reviewed	July 26 and December 27
Statement authorised by	Donna Mylechreest
Pupil premium lead	Donna Mylechreest
Governor / Trustee lead	Andrea Jordan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,700
Recovery premium funding allocation this academic year	£616
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	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>	£32,316

Part A: Pupil premium strategy plan

Statement of intent

At Thrupp Primary School we support all of our pupils – academically, socially and emotionally – and we have high expectations of our pupils regardless of their backgrounds, encapsulated in our vision statement above. Everyone here is committed to meeting the children's social, emotional and academic needs within a caring, nurturing environment built on respectful, positive relationships.

The Pupil Premium Grant was introduced by the government in 2011, with the aim of providing additional support for children from low income families, as well as children who have been adopted from care or who are looked after by the local authority. The additional funding is to help schools to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. See

<https://www.gov.uk/government/publications/pupilpremium/pupil-premium>

Thrupp Primary School has a mixed social demographic and although the school deprivation indicator is below average, the level of vulnerability in the school has risen over recent years and the number of children who are eligible for the PPG is now growing as is the national average.

Thrupp Primary School is a small village school. We have a below national average proportion of students receiving pupil premium, at 13.7% compared to 25.7%. At Thrupp we are committed to ensuring that every child, regardless of their background or challenges, has the opportunity to thrive academically, socially and emotionally.

When making decisions about the use of the Pupil Premium grant, we are mindful of the common barriers to learning that disadvantaged children might face. These may include less support from home, weak language and communication skills, lack of access to enriching activities outside of school, and financial and behaviour challenges. These challenges are varied and nothing about a family or child is assumed before they start school. In making provision for disadvantaged pupils, we recognise that not all pupils eligible for the grant are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Allocation of funding may be used to support any child the school 3 who has legitimately identified as being socially disadvantaged. Our approach is to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment.

At Thrupp Primary School, we provide a broad, balanced and ambitious curriculum for all children, regardless of any disadvantage or challenge that they might face. We

recognise the value and contribution that every child can make and are committed to offering an inclusive curriculum to ensure the best possible progress for all children, whatever their specific needs, abilities and background. Working with parents and carers, we strive to ensure that all children make good progress across the school, both socially and academically. We believe that with the right support and encouragement, all children can progress and achieve well at our school.

Our strategy is underpinned by a relentless commitment to high quality teaching and high aspirations for our students whom receive the Pupil Premium Grant. By implementing this strategy, we aim to ensure that all of our children leave Thrupp Primary School with the knowledge, skills, confidence and cultural capital to succeed.

Our ultimate objectives for supporting pupils eligible for the Pupil Premium Grant are:

- To ensure that all children have quality first teaching in every class, with a focus on areas in which disadvantaged pupils require most support.
- Enable all pupils to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- To ensure that all disadvantaged children make good progress through the school, including those with special educational needs, from their typically lower starting points, to close the gap against their non-disadvantaged peers through targeted academic support as required. This includes supporting all disadvantaged children with mid or high prior attainment to meet age-expected or better attainment where possible, putting them on the path to receive GCSEs in English and Maths at secondary school.
- To support the well-being of all disadvantaged children so that they are emotionally ready to learn in school
- To provide full access to the wider curriculum by ensuring that the expense of trips, residential trips, musical tuition, and other financial costs such as uniform and breakfast or after school clubs, do not exclude disadvantaged children.

Achieving these objectives:

To achieve these objectives, our first priority is to provide high quality teaching, where staff understand their role in helping pupils achieve and take responsibility for disadvantaged pupils' outcomes. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children 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.

High- quality teaching is supplemented by targeted academic support, integral to wider school plans for education recovery, to enable vulnerable learners and those pupils whose education has been worst affected (including non-disadvantaged pupils) to ‘close the gap’ in their achievement as and when required. Intervention may support social or emotional needs, as well as academic ones. The effectiveness of teaching and progress is regularly checked and adjustments in provision made accordingly, so that staff are able to act early to intervene at the point the need is identified where resources allow. Interventions may include small group work for children with similar needs, in-class interventions and 1:1 support or small group tutoring. Children may also benefit from behaviour or nurture support during lunchtimes, promoting positive self-regulation and a calm return to learning in the classroom. Where there are concerns about a child’s progress or well-being, staff work closely with a range of professions, including from Early Help, social workers, educational psychologists, the Advisory Teaching Service, the school nurse, speech and language therapists and other professionals to improve outcomes further.

We also ensure that there are no financial barriers to learning, so that all children have full access to the wider curriculum – including trips, residential trips, clubs, Forest School classes, school uniform, breakfast or after school club and music tuition.

The Head Teacher, SENDCo and the Governing Body monitors the impact of all spending and interventions, including the use of the Pupil Premium grant and are aware of the recommendations made by the Education Endowment Foundation with regard to best use of the funding.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
2	Weak language and communication skills, particularly, but not exclusively, evident in EYFS and Key Stage 1
3	Assessments indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts on their development as readers.

4	Assessments indicate that across the school disadvantaged pupils generally performed below non-disadvantaged pupils in English and Maths.
5	There is an above average number of children identified as having a Special Educational Need amongst our PP children (44.4% compared to 21.6%) This, accompanied by particularly long wait times to access support from a range of external agencies, including Educational Psychologists, CAAAS, Speech and Language and Advisory Teaching Service, delaying targeted support for children with SEN.
6	Limited experience of enrichment activities outside of school, including access to clubs, visits, musical tuition and other cultural opportunities.
7	Observations and discussions with families highlight financial barriers, e.g. for school uniform, bedding, food.
8	Our observations and early meetings with parents indicate that the education and wellbeing of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. There has been a deterioration of the skills of social play in KS1 and the development of friendships and social skills in KS2
9	The attendance of our children in receipt of the PP grant is lower than that of their non PP peers and the national average. Figures are 92.28%, 96.45% and 94.81 % respectively.

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
Improved reading attainment among disadvantaged pupils as a result of further development of the teaching of phonics – quality first teaching and targeted academic support	Phonics Screening Check: 2024-2025 Year 1: 90% (50% 1 of 2 for disadvantaged) 1 of 4 pupils in Year 3 so 25% disadvantaged pupils (achieved, June 2024). This one pupil was in the disadvantaged group. KS2 reading outcomes: Between 2024-2025, 5/6 (80%) disadvantaged pupils meet the expected standard. For children with special educational needs, including EHCPs, progress is made in reading as evidenced in SEN reviews.

Improved maths attainment among disadvantaged pupils	KS2 maths outcomes: Between 2024-2025, 5/6 (80%) disadvantaged pupils meet the expected standard.
Improved oral language skills and vocabulary among disadvantaged	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons and ongoing formative assessment. Talk Boost baseline and end of intervention assessment shows improvements made by disadvantaged pupils. All children in EYFS will complete a language screening, 2024-25. Identified children will begin Talk Boost programme in Spring 2026, with progress seen at end of intervention. Interventions continue to show impact between 2024-2026 For children with special educational needs, including EHCP, progress is evidenced in SEN reviews (e.g. impact of speech and language therapy interventions, as well as Talk Boost.) Year 6 group to play board games and retell stories (2 pupils)
Improved social and emotional wellbeing for all pupils in our school, particularly our disadvantaged	Sustained high levels of wellbeing, resilience and self-esteem, demonstrated by: Use of staffing. RJ employed to promote wellbeing of pupils • Data from pupil questionnaires and parent questionnaires • Healing Art records/ Intervention records. • Reduction in challenging behaviour of individual pupils, evidenced on their SEN plans • Participation in enrichment activities proactively offered by the school,

	including positive selection for clubs, leadership roles, sports teams and other opportunities • Participation in school visits
To develop pupil's social skills and social interactions across the school.	KS1 Social skills and interaction are back where you would expect by Summer 2025 KS2 Pupils have strategies to resolve friendship issues and social issues exacerbated by school closure These will be measured through behaviour logs, classroom observations and SEMH concerns raised as well as feedback from social skills sessions
No disadvantaged pupil feels different to their peers due to lack of uniform or lack of opportunities at school.	School uniform, bedding, food and school trips are funded where necessary. School funded residential for 5 PP pupils in October 2025 Swimming for PP pupils also funded in Nov 25-Feb 26 Use of Gloucestershire Bundles and Food Bank to further support disadvantaged pupils

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring of High Quality Inclusive teaching, ensuring barriers are removed for our disadvantaged children.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is	1,2,3,6

	essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them EEF: High Quality Teaching	
Continue to use Little Wandle SSP across the school in September 2025. All staff to be trained in Little Wandle	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. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics	1,3
Introduce new phonic readers from Phase 2-5. Purchase next phase of Little Wandle books (£3000) These to go into LK2 Whole class guided reading to be used to support all children to access rich texts, develop fluency and comprehension skills. Remodel library and ensure that regular time for reading aloud is prioritised on the school timetable English lead to have time to coach and support staff EdShed: £119	Reading comprehension strategies are high impact on average. Alongside phonics, it is a crucial component of early reading instruction. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies	1,3
Explicit teaching of vocabulary to be introduced across the school (EEF)	Wealth of evidence to show that early intervention has great potential to narrow the gap	3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance, making use of CanDo maths resources and GLOW maths hub for training, as well as time for Maths subject leader to coach and support staff Maths Circle (TTRS): £197.00	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. Successive international tests such as TIMSS and PISA evidence the effectiveness of the mastery approach in maths.	1,4

	https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/#Notes https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/maths-ks-2-3	
Continue to use the SCARF PSHE resource to enhance the quality of social and emotional learning. Hywel Roberts: Botherdness: Hub training to further support high quality teaching and learning and high engagement for all pupils £600 Wobble Cushion: £13.99 X 6 £84 Recommended Reading	Alongside academic outcomes, social emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. 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). https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning	5,8
Continue to use online and bought resources and subscriptions to enhance learning in all areas across the curriculum throughout school. YPO: £200 Amazon: £450 (Resources to support high quality inclusion) Nicholas Subscription: £359.98	Visual resources have strong evidence base to support pupils learning. Disadvantaged pupils have less access to books at home and therefore providing resources to use at home and school supports their learning.	1,3,4,7
Mentors to support academic progress of disadvantaged pupils in school through interventions and additional class support. TA extra time: £4428 Teacher Booster time: £1000	3 TAs supporting disadvantaged pupils in class and through interventions to support academic progress. Year 6 Booster groups for Reading, Writing and Maths	1-4

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

Budgeted cost: £12,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at pupils who require further phonics support. Interventions carried out with fidelity to the Little Wandle SSP. Little Wandle: £750 Nessy: £795	Phonics approaches have a strong evidence base, indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. Nessy interventions to support reading, spelling and phonics. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,3
Talk Boost intervention targeted at pupils identified with weak language skills. Talk Boost: £200 (additional training for new staff: release time)	The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap. The Talk Boost intervention is evidence to positively impact on the language skills of children.	2
Training of a staff member to become an ELSA, through GCC Provision of an ELSA to facilitate 1:1 and small group sessions targeted at pupils with mental health and well being difficulties including self esteem, anxiety, anger management and self regulation. Reflected supervision	Evidence of positive impact of social and emotional learning, there is also evidence indicating the positive impact of the role of an ELSA in supporting individuals. The Emotional Literacy Support Assistant (ELSA) programme is an Educational Psychologist (EP) led intervention which	4

time with EP service is provided for our school based ELSA Delivery of ELSA and Staffing: £11000	aims to support children and young people's social, emotional and mental health. Thematic analysis indicates five key themes: increased understanding of supporting children's needs, child centred practice, training delivery, whole school approach and challenge.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contingency fund to provide financial support for some of our most disadvantaged pupils, including enrichment ad trips, uniform, books, musical tuition. As required from school budget and local charities such as The Bisley Trust. Wake-up/ Thruppers: £500 Swimming: £1570 Healing Art: £2000 Young Voices Tickets: £340 Residential: £1500 Rock Steady music tuition: £1200 Papilio Therapy: Art Therapy: £1,125 Advisory Teaching Service: £1000 Private diagnosis for ADHD for disadvantaged pupil: £1000 Equine Therapy for 2 pupils for 12 weeks. £200	We are mindful of wider pressures on some families and that enrichment opportunities which provide children with cultural capital are not affordable for all. As a school, we are fully committed to supporting our families and to reducing the impact of financial limitations. Free places for swimming Free places at Wake-up cluck and Thruppers to provide food and to enable parents to work. Healing Art Sessions Art Therapy Counselling Private diagnosis: Birmingham	6,7,8

Counselling for one pupil for a block of 20 weeks: £1500 Therapeutic therapy for 2 pupils for 20 weeks: £1000	The Educational Psychologist service and Advisory Teaching Service to be used as required to make recommendations for individual provision.	
X1 SLT to track attendance and provide support where needed.	EEF: Monitoring Attendance Approaches [education...ion.org.uk] “Monitoring the effectiveness of an approach will help you understand whether it is being delivered with high quality and success, or whether (and how) it might need to be changed to improve processes and outcomes.” — EEF: Monitor the Impact of Approaches [education...ion.org.uk]	
Mentors employed to support children’s mental health, emotional literacy and wellbeing through interventions such as Time to Talk, Feelings Art etc. Mentor to work as Family Support to families in need and to support behaviours and attendance in school. Mentor/ HLTA/FSW: £8400 of which £2565 from pupil premium the remainder from school budget	1x HLTA for 3 days a week and TA and 2xHLTA working afternoons to support needs and deliver interventions on provision map to support children’s mental health and well-being. These include ELSA groups 1 X art therapist to work with 3 pupils to provide therapeutic time to reflect and talk (3 hours a week) 1X Healing Art therapist to provide 1 hour a week to a pupil on a part time timetable due to anxiety.	5, 8

Total budgeted cost: £37,215

£4,899 difference budgeted through school budget

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Actions Completed:

Teaching and Targeted Academic Support: Actions Completed

Levelled Readers purchased. All staff trained

The School worked with the English hub to choose a SPP. Little Wandle programme was purchased and staff trained. Additional texts to match the programme were procured and organised. This will support outcomes for disadvantaged pupils going forward.

Can Do Maths implemented through school including with staff training from GLOW maths supporting practice

Year 6 SATs Booster sessions for PP children

Reading, Writing and Maths interventions introduced and progress tracked

Additional phonics sessions and interventions for children needing to keep up/catch up, based on robust, regular assessments

TalkBoost intervention for EYFS/Year 1 children

1:1 and small group session for children with mental health and wellbeing needs, including self-esteem, anxiety, self-regulation and anger management was prioritised

Increased involvement from pastoral lead

SCARF PSHE scheme introduced. Life Bus supported each year group

Staff training

Wider strategies - Actions completed:

Restorative approach to behaviour reinforced through resourcing and staff training

Healing Art and Art Therapy offered to disadvantaged pupils.

Enrichment, e.g. catch-up swimming lessons, trips, musical tuition, Young Voices, uniform, Before and After School Care, Food Bank and Gloucestershire Bundles have also supported families

Throughout the year, we continued to work closely with parents and external professionals, including social workers and health professionals, to support the mental health and wellbeing of all pupils, including the disadvantaged.

All pupils were able to participate fully in all visits and residential trips. This group of pupils are positively discriminated for sporting opportunities, enrichment events and in positions of responsibility. Christmas hampers and gifts were given to our most vulnerable families by local charities.

Despite our best efforts, our internal assessments at the start of the year suggest that there is a gap between pupil premium and non-pupil attainment especially in reading and writing.

Outcomes for Disadvantaged Pupils:

Our 2025 data for our Pupil Premium children is:

Year 6: End of KS2 data: 5 pupils

80% EXS or above in Writing

100% EXS in Reading

80% EXS or above in Maths

Year 2: End of KS1 data: 2 pupils

100% EXS for Writing, Reading and Maths

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Little Wandle	Little Sutton Primary School and Wandle Learning Trust
CanDo Maths – EYFS-Y7	Buzzard Publishing
Times Table Rockstars	TT Rockstars
Healing Art	Clare Cooke

Counselling	Jess Bergamotroom
Nessy	Nessy Learning
Art Therapy	Joy Johnson
Priory Centre	Birmingham Wellbing Centre

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
1 pupil =33% Rock Steady for 1 pupil Thruppers after school care for 3 pupils
The impact of that spending on service pupil premium eligible pupils
Inclusive so these children could join the clubs that they would otherwise be unable to do Support with after school child care

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.