

# Thrumpton Primary Academy

## Pupil Premium Strategy Statement

### 2025 - 2026

<b>Executive Principal</b>	Lucy Spacey
<b>Principal</b>	Sarah Kahler
<b>Chair of Governors</b>	Elizabeth Farrar

## 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	Thrumpton Primary Academy
Number of pupils in school	211
Percentage of children eligible for pupil premium	Currently 37% including EY PP
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	November 2026 November 2027 November 2028
Statement authorised by	Sarah Kahler Principal Lucy Spacey Executive Principal
Pupil premium lead	Katie Bishop/ Elanor Kerr Assistant Principal
Governor / Trustee lead	Elizabeth Farrar

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£106,000

## Part A: Pupil premium strategy plan

### Statement of intent

#### **Pupil Premium at Thrumpton Primary**

At Thrumpton Primary Academy, we are committed to ensuring that every child has the best possible opportunity to achieve their full potential—including those who are already high attainers. Our core intent is for all children to *be the best they can be*, supported by the highest standards of Quality First Teaching, targeted interventions, a broad and engaging knowledge-rich curriculum, enriching experiences, and strong pastoral care.

We know that these elements have the greatest impact on closing the attainment gap for disadvantaged pupils, while also benefiting all learners across the school. Our strategy is embedded within our wider school development plans.

Every adult in our school shares a deep commitment to reducing inequality and making a meaningful difference in the lives of our children. We hold high expectations for all pupils and are mindful of the barriers they may face in their learning. This commitment extends beyond the classroom through our *Poverty Proofing* initiative, which supports our wider community.

Each year, we carefully consider how to allocate Pupil Premium funding. Decisions are based on rigorous assessment—not assumptions—alongside a detailed understanding of our pupils' needs and evidence from the EEF Teaching and Learning Toolkit. The strategies we implement are designed to support academic achievement, emotional development, and access to wider opportunities.

Our chosen approaches work in harmony to help pupils thrive. To ensure their effectiveness, we:

- Challenge disadvantaged pupils through ambitious and appropriately pitched learning
- Intervene early through our pupil capture meetings to identify and address emerging needs
- Adopt a whole-school approach where all staff take ownership of outcomes for disadvantaged pupils 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	<p><b>Oracy</b></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. The greatest gaps exist in the Speaking element of Communication and Language which is a particular issue for boys.</p> <p>Low levels of communication and language, particularly vocabulary, is evident from Reception through to Key Stage 2 and is more prevalent among our disadvantaged pupils than their peers.</p> <p>On entry to Reception class in the last 3 years, the gaps defined for our lowest 20% are in the category of disadvantaged pupils with levels below age typical expectations in communication and language.</p>
2	<p><b>Social, emotional and mental health</b></p> <p>We have identified social and emotional issues as a challenge for many of our pupils. This extends to a lack of social and enrichment opportunities during school closures. These challenges particularly affect our disadvantaged pupils. This has also led to a low self-esteem in some cases.</p> <p>This is evident through the family and child support we offer to our children and their families. Being in a secure place socially, mentally and emotionally is a prerequisite to learning and attainment.</p> <p>44 pupils, 20 (45%) of whom are disadvantaged, currently require additional support with social and emotional needs.</p> <p>Personal development baseline in reception demonstrates that 20% of our children are only emerging in this area</p>
3	<p><b>Attendance</b></p> <p>Persistent absence has become a significant barrier to achievement for some of our disadvantaged pupils. Analysis of attendance data shows that disadvantaged children are disproportionately represented among those with low attendance. This impacts not only their academic progress but also their social development, emotional wellbeing, and sense of belonging within the school community.</p>
4	<p><b>Behaviour</b></p> <p>Observations and recorded data indicate a rise in behaviour incidents among our disadvantaged pupils, particularly during lunchtime when the structure of the school day is less formal. This trend highlights the need for targeted support during unstructured periods to ensure all children feel safe, engaged, and supported throughout the entire school day.</p>
5	<p><b>Writing</b></p> <p>Writing continues to be a key area of development for many of our disadvantaged pupils. Assessments and teacher observations show that these children often struggle with vocabulary acquisition, sentence construction, and writing stamina. These gaps can be linked to limited early language experiences, reduced access to high-quality texts, and lower levels of confidence in expressing ideas in written form.</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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language skills among our disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment.
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2028/2029 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a reduction in children requiring Social Emotional Mental Health (SEMH) support</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Improved attendance and punctuality rates for disadvantaged pupils, ensuring pupils are in school consistently and able to access high-quality teaching, pastoral support, and enrichment opportunities.	By reducing persistent absence and increasing overall attendance, we will: <ul style="list-style-type: none"> <li>• Strengthen academic progress and close the attainment gap</li> <li>• Enhance pupils' social and emotional development through regular peer interaction</li> <li>• Foster a stronger sense of belonging and engagement with school life</li> <li>• Build positive routines and attitudes towards learning that extend beyond the classroom</li> </ul> Improved attendance will contribute to better outcomes across all areas of the curriculum and support long-term success for our disadvantaged learners.
Reduced behaviour incidents among disadvantaged pupils during unstructured parts of the school day—particularly lunchtimes—by creating a more supportive, engaging, and predictable environment.	Through targeted interventions and staff training, we will: <ul style="list-style-type: none"> <li>• Improve self-regulation and social interaction skills</li> <li>• Increase engagement in positive activities during break and lunch periods</li> </ul>

	<ul style="list-style-type: none"> <li>• Foster a sense of safety, belonging, and inclusion for all pupils</li> <li>• Reduce the number of behaviour-related incidents and associated lost learning time</li> <li>• Strengthen relationships between pupils and adults through consistent routines and supervision</li> </ul> <p>By improving behaviour during unstructured times, we support the wellbeing and readiness to learn of disadvantaged pupils, contributing to better outcomes across the school day.</p>
<p>Improved writing outcomes for disadvantaged pupils by developing their vocabulary, sentence structure, and writing stamina.</p>	<p>Through targeted support and high-quality teaching, we will:</p> <ul style="list-style-type: none"> <li>• Raise attainment in writing across all key stages</li> <li>• Increase pupil confidence and independence in expressing ideas through written work</li> <li>• Close gaps in language development that impact written communication</li> <li>• Ensure disadvantaged pupils can access and succeed across the wider curriculum</li> <li>• Foster a love of writing through purposeful, engaging opportunities</li> </ul> <p>Improved writing skills will support academic achievement, enhance communication, and contribute to long-term success for our disadvantaged learners.</p>

## 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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Dedicated time for our Raising Standards Lead to coach teachers on effective use of assessment data</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p><a href="#">EEF Gathering and interpreting data</a></p> <p><a href="#">EEF Diagnostic assessment tool</a></p>	<p>1,5</p>
<p>Trust Senior leaders- English and Oracy team improvement plan:</p> <p>Development of a clear progression for communication and oracy skills development</p> <p>Create an overall pathway of communication support for children who do not reach expected milestones</p> <p>Develop a strategy for the teaching of vocabulary</p> <p>Purchase resources and fund ongoing CPD time</p> <p>Development of writing across all phases</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">EEF Oral language interventions</a></p> <p>The reading framework - Teaching the foundations of literacy Section 2: Language comprehension</p> <p><a href="#">The Reading Framework Section 2: Language Comprehension</a></p>	<p>1, 5</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creative play Continuous Professional Development (CPD)</p> <p>Project Play development to reduce the amount of behaviour incidents during unstructured time.</p>	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p><a href="#">EEF Behaviours</a></p> <p>Instrumental value of interventions to improve playtimes can be found in children's greater engagement in a range of movements, increased prosocial behaviour and reduction in conflicts, the development of social and emotional skills, better problem-solving skills, self-regulation and self-confidence, and reduced stress, boredom and injury. All of which are conducive to learning and therefore progress made.</p> <p><a href="#">A case for play in schools</a></p>	4
Mental Health Lead & Family Support	<p>Social and emotional learning (SEL) approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</p> <p><a href="#">EEF Social and Emotional</a></p>	2, 3, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD- When the adult changes everything changes</p> <p>Close monitoring of behaviour and interventions provided to support children who struggle to self-regulate.</p>	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p><a href="#">EEF Behaviours</a></p> <p><a href="#">A case for play in schools</a></p>	<p>2, 3, 4</p>

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

Budgeted cost: £25,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing working on Voice 21 and use of NELI (Nuffield Early Language Intervention) and ECAT (Every Child a Talker) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills</p>	<p>Evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. Our baseline indicates that a large proportion of our children start school significantly below age typical, particularly in Communication &amp; Language (C&amp;L). Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="#">Oral language interventions   EEF</a></p>	<p>1,</p>
<p>LaunchPad to Literacy</p>	<p>Training attended and to be used to identify gaps in language development which if not addressed will affect reading and future academic learning  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>

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

Budgeted cost: £26,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to family support worker and mental health first aider	<p>There are a range of positive outcomes for children and families for a range of different interventions to support and strengthen families.</p> <p><a href="#">Supporting and strengthening families through provision of early help</a></p> <p><a href="#">Maslow's Hierarchy of Needs</a></p>	2, 3, 4
Enrichment opportunities- after school/trips	<p>Some of our children have limited life experiences beyond our locality.</p> <p>Some children have a lack of aspiration due to lack of cultural capital.</p> <p><a href="#">EEF Aspirations</a></p>	2, 3, 4
Empower parents to support their child's learning	<p>Parental engagement is consistently associated with pupils' success at school.</p> <p>There has been a noticeable increase in parental involvement in home learning. It is essential that this momentum continues, with parents feeling confident and empowered to support their child's learning beyond the classroom.</p> <p><a href="#">EEF Parental Engagement</a></p>	2, 3, 4
<p>A dedicated team meets half-termly to review attendance data, identify pupils at risk, and implement actions from the Attendance Improvement Plan. This ensures timely support and shared accountability for improving attendance across the school.</p> <p>The Attendance Team meets daily to review absences, respond swiftly, and monitor persistent absenteeism. Interventions for PA pupils are tracked closely and adapted as needed to ensure impact.</p>	<p>Improving attendance is a multifaceted mission, requiring different approaches in different contexts. There are, however, some common overarching principles that can inform attendance strategies.</p> <p><a href="#">EEF Supporting school attendance</a></p>	3

<p>A member of SLT attends termly Attendance SDG meetings to focus on improving attendance and share effective practice across the trust.</p>		
<p>Contingency fund for acute issues</p>	<p>Past experiences show that sometimes unplanned situations arise which a small amount of funding could enable us to respond quickly and effectively.</p>	<p>1, 2, 3, 4, 5</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Trauma informed CPD</p> <p>Trauma and attachment CPD delivered by BPBP</p>	<p>Both targeted interventions and universal approaches can have positive overall effects</p> <p><a href="#">Behaviour interventions   EEF</a></p>	4
<p>Creative play resources to develop play in unstructured times</p>	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p><a href="#">EEF Behaviours</a></p> <p><a href="#">A case for play in schools</a></p>	4

**Total budgeted cost:**

## 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.

In our 2025 end-of-KS2 assessments, 43% of Year 6 pupils were eligible for Pupil Premium, with 17% also identified as SEND. Through targeted teaching, effective use of assessment to identify learning needs, and tailored learning opportunities, outcomes were strong:

- **92%** achieved ARE in reading (25% GDS)
- **100%** achieved ARE in maths (17% GDS)
- **67%** achieved ARE in writing (8% GDS)

These results reflect the impact of focused support and high expectations for disadvantaged learners.

Regular diagnostic assessments across the year and regular meetings between our teachers and Senior Leadership Team meant that gaps were found in learning to inform therapies to fill the learning gaps. Including the wider team- SENDCo and Family support- has meant that the whole child has been taken into consideration when looking at support required to make the appropriate progress.

Learning opportunities shared with parents have increased over the year, strengthening home-school partnerships. Enrichment activities have broadened pupils' experiences beyond Retford, including trips to London, whole KS2 residentials, visits to local places of worship, stadiums, and concerts.

Fidelity to the RWI phonics programme has had a significant impact on outcomes for Year 1 and Year 2 pupils. In 2025, 90% of Year 1 and 100% of Year 2 met the expected standard in the Phonics Screening Check. Strong leadership in phonics has empowered staff, ensuring consistent delivery and use of resources. Targeted tutoring by skilled teaching assistants, combined with high expectations and rigorous teaching, has been key to the progress made.

Our assessments and observations indicated that pupil behaviour had deteriorated, particularly around social skills, stamina and resilience, and mental health was significantly impacted. Less structured times of the day, such as lunchtime, were especially impacted. Consequently, we focused our pupil premium strategy on social, emotional and mental health and improving our opportunities for play. Targeted nurture interventions were put into place, delivered by our Mental Health lead and family support worker.

Oracy remains a key development area within the academy. Daily integration into Quality First Teaching is strengthening practice, and the implementation of Voice 21, alongside a trust-wide approach, has led to improvements in cohorts accessing the programme. However, our youngest learners in Nursery and Reception continue to enter school with low baselines in communication and language, highlighting the need for continued early intervention.

### 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
Times Table Rockstars	TTRS

Spelling Shed	EdShed
Maths Shed	Ed Shed
Accelerated Reader	

### Further information (optional)

As an academy, we take pride in being at the heart of our community. We understand that social and financial disadvantage can affect the whole family, and we are committed to offering support that goes beyond academic provision.

Our Raising Standards Lead ensures that all disadvantaged pupils—regardless of ability—are a central focus in data discussions and receive additional support alongside high-quality teaching. This approach has fostered a culture where every member of staff is both a teacher of disadvantaged pupils and a champion for Pupil Premium.

Our vision is to be a true ‘hub of the community’, offering educational, social, and recreational opportunities for our children, their families, and the wider community.

We currently host an *Empowering Parents, Empowering Communities* group, led by parents for parents, which provides practical support around managing behaviour at home.

We are also working with external providers to open our school facilities for additional community clubs, creating more opportunities for children and families to connect, learn, and thrive.