



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	Thursby Primary School
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	19.56%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Carl Barnes
Pupil premium lead	Carl Barnes
Governor lead	Liam Benson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,385
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	£28,385

Part A: Pupil premium strategy plan

Statement of intent

Intent

At Thursby Primary School, we aim to be a school of opportunity and success for all pupils, including—and especially—those who are in receipt of the Pupil Premium. Pupils eligible for this funding are identified promptly to ensure that support can be implemented effectively and without delay. The needs analysis for Pupil Premium pupils is an ongoing process throughout their learning journey, enabling us to respond to emerging barriers and adapt provision accordingly. We firmly believe that the key indicators of successful spending are raised standards, the narrowing of achievement gaps, and the broadening of opportunities for our most disadvantaged pupils.

We prioritise a rigorous analysis of the individual needs of our Pupil Premium pupils, identifying specific barriers related to learning, entitlement, encouragement, and enrichment. Our decision-making processes are informed by a range of established research sources, including the Education Endowment Foundation (EEF) guidance reports and the Great Teaching Toolkit, enabling us to select strategies that are both evidence-based and cost-effective.

We recognise that typical barriers for these pupils may include the need to ensure attainment that is at least in line with, or exceeds, that of their peers; variations in the consistency of home support; and the wider, evolving challenges within the community. Early intervention is a central principle of our provision, with a particular focus on language development—specifically vocabulary acquisition, oracy, and reading. We maintain a commitment to the continual refinement of whole-school practice, ensuring coherence and sustainability through strong subject leadership and systematic monitoring across all curriculum areas.

In alignment with our whole-school vision and values, we embed our curriculum drivers—resilience, independence, and active learning—alongside outdoor and experiential learning to promote engagement, strengthen progress, and deepen pupils' knowledge. Through the implementation of a broad range of targeted strategies, we ensure that all pupils have equitable access to high-quality learning experiences, irrespective of their starting points or identified needs.

Our overarching aim

Our overall objectives focus on promoting equity and opportunity for all pupils, with particular attention to those who are disadvantaged. We aim to close the gap between disadvantaged and non-disadvantaged pupils across all classes, as measured through statutory outcomes. Central to this is supporting disadvantaged pupils' access to learning by reducing barriers and promoting wellbeing, ensuring they can fully engage with and benefit from their education. For pupils with dual needs, such as SEND and disadvantage, we are committed to providing timely and appropriate support or interventions so that they can make progress in line with peers who have a single area of need. Additionally, we strive to offer enriching learning experiences both

within and beyond the classroom, giving all pupils—regardless of their progress or attainment—opportunities to develop their talents and broaden their horizons.

Our aims are underpinned by the principle of high-quality teaching and targeted support. We are dedicated to providing excellent first teaching in all classes, tailored to meet the diverse needs of every pupil. Staff professional development is prioritised, ensuring that teachers and support staff have access to appropriate training to enhance their knowledge and skills. Provision is carefully tailored to individual pupils or groups, recognising that some non-disadvantaged pupils may also benefit from support. Pupil Premium funding is allocated strategically according to the specific needs identified within the school, enabling targeted interventions where they will have the most impact.

Our provision encompasses a wide range of strategies and support, designed to ensure that every pupil thrives. All teaching is consistently at least good across all subjects, with staff maintaining a deep understanding of each pupil's strengths and needs. We are committed to building pupils' cultural capital through diverse opportunities and experiences, and ensuring wellbeing support is readily accessible.

Funding is also used to enrich the curriculum through educational visits, residential trips, extracurricular clubs, music tuition, and other activities that broaden pupils' cultural, religious, and personal development. Support is extended to practical needs where required, including breakfast clubs, after-school clubs, and uniforms, ensuring that all pupils can fully participate and benefit from the educational opportunities available.

Challenges

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

Challenge number	Detail of challenge
1	Pupil wellbeing remains a top priority. Targeted support is provided to individuals based on identified social and emotional needs. While these challenges can particularly affect disadvantaged pupils and those just above the threshold for disadvantage, the school recognises that any child may require additional support at any time.
2	Continued refinement of vocabulary, oracy and reading across the curriculum and especially in foundation subjects to support disadvantaged pupils and those with a dual SEND need.
3	Raised attainment in Maths especially in gaps identified within KS2 calculations.
4	Providing consistent opportunities to enrich pupils' cultural capital through the curriculum and beyond—including visits, visitors, activities, clubs, and whole-school initiatives such as music—so that all pupils, particularly those from

	disadvantaged backgrounds, gain a deeper understanding of our heritage and a broader range of experiences.
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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
1. To achieve and sustain improved wellbeing for all pupils particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Pupils continue to have high attendance, parent engagement remains secure and pupils more confident, resilient and independent towards their learning. • Sustained high levels of positive wellbeing demonstrated by: pupil voice, parent voice, PSHE and Online Safety lessons, increase in participation in after school clubs and high attendance of PP pupils across school maintaining at least in line with Non-PP pupils. • ELSA support sessions showing positive impact from pre to post intervention and engagement in the classroom. • Signposting families to external support where relevant ensuring timely and early intervention is sought.
2. SEND and PP pupils being supported in line with individual need for raising attainment and progress especially through oracy, vocab and reading.	<ul style="list-style-type: none"> • Dual need pupils making expected attainment at the end of each key stage in Reading and writing (and writing across the curriculum-use of vocab application) • SLCN pupils in EYFS/ KS1 continue making good+ progress in KS2 through tiered vocab approach, whole school oracy refinements, phonics catch-up groups and Dual need pupils accessing interventions and support where needs are addressed and progress meets or exceeds their targets through trained and skilled staff • Year 2 phonics catch up pupils will increase progress from starting points through intervention 1:1 daily support
3. Raise Maths attainment with focus on calculations.	<ul style="list-style-type: none"> • Raise accuracy in Year 6 calculations outcomes to increase attainment from WTS to Exp+ • Increased greater depth for Maths across cohorts
4. Enrich wider opportunities of school life.	<ul style="list-style-type: none"> • PP pupils increase in after school club participation/Breakfast club

	<ul style="list-style-type: none"> • PP pupils accessing music opportunities through visits, visitors, concerts, playing an instrument • Subsidised visits and enriching curriculum with varied visitors aiding engagement, motivation and learning • Parent voice reflecting improved attitudes to learning and engagement in activities (attendance at book look) • Music experiences/opportunities across cohorts and school in groups (specific concerts)
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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)

Budget cost - £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lessons having dedicated pre/post assessments in all subjects and teaching revisit based on gaps in learning from formative assessment (live amendments) and 5 minute daily quick maths to continue.</p> <p>Staff skilled in SEN and PP needs addressed and knowledgeable to support successful outcomes for pupils – CPD accessible to all staff and based on individual needs.</p>	<p>EEF (+8 months progress) for feedback</p> <p>EEF-SEND in mainstream guidance report (June 2020)</p> <p>EEF- Pupil premium guidance report (2019) Gov.uk report for 'supporting attainment of disadvantaged pupils-success & good practice' (November 2015) states 'Primarys with higher proportions of SEND were associated with lower performance amongst disadvantaged pupils'</p> <p>EEF- 5 a day (SEND strategies- raises whole cohort)</p>	2, 3, 4
<p>Oracy development across whole school as a structured, progressive provision across the curriculum.</p> <p>Embed high quality adult/child interactions from EYFS to Year 6</p> <p>Keep up to date with research on oracy.</p>	<p>There is strong evidence that the rate at which pupil's develop language is sensitive to the amount of input they receive from adults and peers around them. The number of quality interactions with others throughout the day in a language-rich environment is vital for supporting development across the curriculum.</p>	2, 3, 4

<p>Fund Staff CPD for Oracy/phonics refreshers, intervention training.</p> <p>Fund Literacy leader release and subject leader release for monitoring.</p>	<p>EEF- evidence informed strategies to promote high quality interactions with young children</p> <p>Teaching by Listening: The importance of adult-child conversations to language development (Zimmerman, Gilkerson et al)</p> <p>DFE-. EEF-Early Literacy report. EYFS- 'Actions for Early Years' Gov.uk 17.09.2020 states 'continuing to support their early language and communication skills is essential'.</p> <p>Oracy report -Voice 21 (Will Millard and Loic Menzies) shows Oracy is critically important as proven evidence for Disadvantaged/SEND better life outcomes; underpins literacy to vocab acquisition and improves wellbeing and pupil confidence.</p> <p>Ofsted Research Review (May 2022) states the word-rich and word-poor differences correlates with lasting socio-economic and health inequalities.</p> <p>Phonics approaches have been consistently found to be effective in supporting young readers to master basic skills with an average impact of 4+ months.</p> <p>Clark & Douglas (2011) states FSM pupils less likely to read fiction outside of class room.</p>	
<p>Protected ELSA time delivered by experienced ELSA.</p> <p>Continued refinement of resources to support SEL across school.</p> <p>Continue with refining SEMH whole school approach and fund release for CPD, working with pupils based on individual needs (including online safety needs).</p>	<p>SEL- EEF- 5+ months progress (July 2018) and Self-Regulation (+7 months) and has an identifiable and significant impact on attitudes to learning, social relationships and attainment</p> <p>Specialists leading CPD for staff based on Thursby's pupil context e.g. ADHD/ASD or SEMH needs especially within upper KS2.</p>	1, 2
<p>Subject leadership developed across all subjects with high regard for priority subjects – Subject lead release time by HLTA (further supported through PTI subscription and CPD days and continuation of WELL).</p>	<p>High quality CPD for teachers identified in EEF-Pupil premium as high importance</p> <p>EEF-Effective Professional Development, 2022 (14 mechanisms)</p>	2, 3

<p>External CPD for subject leads- Princes Teaching Institute program to develop teacher subject specific knowledge; CCC courses to support leadership across all levels and Princes Trust Institute CPD.</p>	<p>The Great Teaching Toolkit review https://evidencebased.education/great-teaching-toolkit-cpd/</p> <p>WELL Implementation plan (internal plan approved by WELL director annually)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budget cost - £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SLCN progress supported by Knowledgeable & Skilled STA (dual SEND needs) and whole school approach to Oracy refined through SEND targeted support matched to EHCP/SEN Support provision.</p> <p>Phonics support in KS1 (STA) and Keep up support in KS1 and KS2 for lowest readers where required.</p>	<p>EEF small group tuition and 1:1 support- high cost yet effective</p> <p>SEND Cumberland Local Offer website https://fid.cumberland.gov.uk/kb5/cumberland/directory/localoffer.page?localofferchannel=5-9</p> <p>NASEN Handbook https://nasen.org.uk/news/teacher-handbook-launched</p> <p>Oracy Framework chrome-extension://efaidnbmnribpcajpcglclefindmkaj/https://oracycambridge.org/wp-content/uploads/2020/06/The-Oracy-Skills-Framework-and-Glossary.pdf</p>	<p>2, 3, 4</p>
<p>Interventions supporting SEMH needs either 1:1 or small groups where required.</p>	<p>EEF toolkit- 1:1 or small group tuition as expensive yet effective in accelerating learning</p> <p>TA policy devised under EEF 'Best use of TAs' guidance report (2021, revised 2022)</p>	<p>2, 3, 4</p>

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

Budget cost - £8,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Outdoor and active learning encouraged by all.</p> <p>Reduction in cost of visits/visitors for day visits and residential.</p> <p>Support cost of uniforms/clubs.</p> <p>Promote cultural capital experiences through visits, visitors and activities.</p> <p>Residential cost support.</p>	<p>Ofsted research (2019) places emphasis on improving cultural capital especially for disadvantaged pupils</p> <p>EYFS_-Physical development approaches (EEF + 3months)</p> <p>Concrete experiences outdoors and in active lessons to support a language/vocab rich environment/ curriculum</p> <p>With a high % of FSM a large proportion of families do not give voluntary donations for visits. This causes a large shortfall in being able to enrich children's wider curriculum opportunities. We subsidize any FSM pupils (19 in total) if needed and we reduce family costs for the whole class.</p>	<p>2, 4</p>
<p>Music opportunities offered for all disadvantaged pupils through external Music service offers.</p> <p>Whole class learn to play an instrument through CCC Music Services.</p> <p>ZO-ZO drumming across school.</p> <p>Specialist coaches such as Gymnastic coach.</p>	<p>Impact of participation in the Arts on academic learning appears to be positive. Some activities have been linked to improvements in specific outcomes eg music and spatial awareness between drama and writing</p> <p>Wider benefits include SEL (EEF +5 months)</p>	<p>1, 4</p>

Total budgeted cost: £28,385

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	Impact
<p>To achieve and sustain improved wellbeing for all pupils particularly our disadvantaged pupils.</p>	<p>Pupil and parent surveys have highlighted high level of positive well-being in school. A recent parent survey (July 2025) highlighted that 100% of parents agree or strongly agree that their children feel safe in school and that their child is happy at school.</p> <p>ELSA support sessions showing positive impact from pre to post intervention and engagement in the classroom for targeted children.</p> <p>Attendance of disadvantaged pupils increased by 0.4% compared to the previous academic year.</p> <p>Early intervention for families has been identified and support by school. This included referrals to external services.</p> <p>Parental engagement has increased through improved communication channels and additional opportunities for parents to share and celebrate children's learning and achievements.</p>
<p>SEND and PP pupils being supported in line with individual need for raising attainment and progress especially through oracy, vocab and reading.</p>	<p>Dual needs pupils have made strong academic progress from their starting points.</p> <p>Targeted interventions and support have supported accelerated progress.</p> <p>Whole school and subject specific monitoring and evaluation has highlighted positive progress in relation to oracy development across all groups of pupils including PP and SEND.</p> <p>Pupil voice and internal monitoring highlights an increased confidence and higher levels of retention across school.</p> <p>Topic specific vocabulary has been identified and is utilised across all subjects in all year groups.</p>

	<p>Lesson observations, learning walks, external visitors and moderation has highlighted positive environments that support the intended outcome across school.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence,</p> <p>Improved vocabulary among disadvantaged pupils, including engagement in lessons.</p>
<p>Raise Maths attainment with focus on calculations.</p>	<p>PP pupils have made strong academic progress from their starting points across school.</p> <p>Termly in school assessments demonstrate increased confidence in relation to calculations amongst all pupils.</p> <p>Overall increase in the percentage of pupils achieving the expected standard and greater depth standard in maths at the end of KS2.</p>
<p>Enrich wider opportunities of school life.</p>	<p>Increased participation of PP pupils at breakfast club and after school club</p> <p>All children offered the same opportunities and extra-curricular activities.</p> <p>Discussions with parents to ensure a good relationship, allowing them the confidence to speak with staff during times of need.</p> <p>Trips planned to widen our pupil's life experiences. Subsidised to allow maximum attendance from disadvantaged pupils.</p> <p>Creating links with PFA/ local charities to signpost parents to during times of financial crisis.</p> <p>Early intervention for families has been identified and support by school. This included referrals to external services.</p> <p>Parental engagement has increased through improved communication channels and additional opportunities for parents to share and celebrate children's learning and achievements.</p>

Externally provided programmes

Programme	Provider
Purple Mash – platform for home learning, homework and computing curriculum	2Simple
Spelling Shed	Ed Shed
Mathletics	3P Learning

