

## Thorpepark Academy Pupil premium strategy statement 2025-2026

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	Thorpepark academy
Number of pupils in school	540
Proportion (%) of pupil premium eligible pupils	62%
Academic years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	July 2025
Date on which it will be reviewed	July 2025
Statement authorised by	Caroline Knight
Pupil premium lead	Caroline Knight
Governor / Trustee lead	Chris Fenwick

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£416,625
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£0

## Part A: Pupil premium strategy plan

### Statement of intent

At Thorpepark academy we have high expectations for all pupils in our school. We believe that with quality first teaching, effective engagement with parents, targeted intervention and support, every child has the opportunity to achieve their full potential. This is just not academically, but socially as well.

We strive to close the attainment gap between disadvantaged pupils and their peers. This is an important gain for these pupils as often they are more likely to be attaining lower than other pupils in their cohort and this can impact on their long-term goals.

Our strategy works towards a three-tiered approach that balances approaches to improve quality first teaching, targeted academic support and wider strategies. Staff embrace research and training to identify the best possible interventions and support to ensure pupils thrive and achieve their full potential.

### Challenges

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

Challenge number	Detail of challenge
1	The achievement gap has widened between PP pupils and others, especially for reading, writing and mathematics. Some PP pupils have knowledge gaps and find it difficult to retain/recall prior knowledge and therefore are working below age related expectations.
2	On entry, pupils display a lack of vocabulary and low-level speaking and listening skills. This then can impact on how well pupils attain.
3	Pupils have limited life experiences beyond their home and immediate community.
4	Low attendance, persistent absences or lateness impacts on academic and social emotional well-being of pupils
5	Social, emotional and mental health needs and pupils lived experiences at home can impact on pupils' readiness to learn, self-esteem and motivation to achieve well.

### 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
Narrow the gap by the end of KS2 in reading, writing and maths attainment between disadvantaged and non-disadvantage pupils. Pupils leave at or above age-related expectations.	Increase in disadvantaged pupils achieving EXS+ and GDS at end of KS2 non- disadvantaged pupils, particularly at higher standard. Standards are inline or above National expectations.
Narrow the gap by the end of KS1 in reading, writing and maths attainment between disadvantage and non-disadvantage pupils.	Increase in disadvantaged pupils achieving EXS+ and GDS at end of KS1 non- disadvantaged pupils, particularly at higher standard. Standards are inline or above National expectations.
Disadvantage pupils in reception are year 1 ready and leave reception with a good level of development (GLD).	% of disadvantage pupils achieving GLD at end of reception is inline or better than other pupils.
Phonics is taught well and pupils make good or better progress. Disadvantage pupils can apply their phonic knowledge when reading and writing.	Increase the percentage of disadvantaged pupils passing the Phonic Screening Check in Year 2 and Phonic screening Check Year 1.
Attendance for disadvantage pupils is good or better. Families are supported well and work with the school to ensure pupils are on time and attend school regularly.	Increase the attendance for disadvantage pupils by 96%+. Reduce persistent absences.
Provide a holistic approach to mental health and wellbeing spanning universal specific and targeted intervention to support specific disadvantaged pupils to support emotional wellbeing and mental health.	Pupil's voice shows an improvement in their own emotional wellbeing and mental health and how this supports them to achieve well, socially and academically.
Provide increased enrichment opportunities to improve engagement in school through the Thorpepark 50, extra-curricular clubs and experiences.	100% of disadvantaged pupils take part in enrichment opportunities during the school year. Pupil voice shows engagement of pupils and enjoyment of experiences.

Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £240,265**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Smaller class sizes for reception, year 1, and year 2 (classes approx. 20)</i>	Research through EEF +2 month Ensuring an effective teacher is in front of every class is supported to keep on improving. This is the key ingredient to a successful school and should rightly be top priority for any pupil premium spend (Sutton Trust Report, 2011)	1, 2, 5 BK, BB, PW= £169,294
Identify and provide quality staff CPD for all teaching and support staff	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. A growing consensus is that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes (EEF 2021).	1,2,5 CPD for ASAs 10 hours per year = £5,670 CPD for SASA 5 days per year + 1 hour per week = £9,966 1 x hour p/d for teachers x 38 weeks = £49,666
Coaching for subject leaders	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. A growing consensus is that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes (EEF 2021).	1,2,5 SC, TJ, CK x 5 days each = £5,669

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

**Budgeted cost: £264,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Small group tuition (max 5 pupils)</i> ASA/SASA to deliver targeted support for small group including reading, writing and maths.</p>	<p>1:1 tuition of short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result 1, 2, 3, 4 6 in optimum impact (+5 gain EEF). (EEF Teaching and Learning Toolkit: one to one tuition 2018)</p>	<p>1,2,5 14 ASA 2.5 hours / 38 = £25,695</p>
<p>Use of Lexia intervention for Reading to close specific gaps for identified pupils</p>	<p>High quality structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils. There is evidence to suggest that early literacy programmes that include activities linked to phonemic awareness and phonics skills lead to better literacy outcomes than programmes without these components (EEF 2018).</p>	<p>1,2 Cost of Lexia = £4,920  4 x ASA 1 x hour p/d p/w x 38 = £12,628</p>
<p>Use TT Rockstars to provide method of practising recall of times table</p>	<p>Dedicate time to focus on mathematics each day. Explore mathematics through different contexts, including storybooks, puzzles, songs, rhymes, puppet play, and games (EEF, 2020). Ensure that pupils develop fluent recall of facts (EEF, 2020). (Shine Trust) students 38% faster.</p>	<p>1 Cost of Rockstars = £251 Prizes competitions =£650</p>
<p>Purchase SATS companion online intervention for SATS revision for year 6. Identify gaps for focus intervention.</p>	<p>Pupils that use SATs Companion have boosted their results and their confidence by up to 30%.(SATS companion)</p>	<p>1, 2  £370 cost of online subscription</p>
<p>Purchase electronic books and logins for all pupils to access in school and at home.</p>	<p>Phonics approaches have been consistently found to be effective in supporting young readers to master the basics of reading with an average impact of an additional four months' progress. Effective teaching of Phonics is more effective on</p>	<p>1,2, 3 Little Wandle 'Big Cat books' £3500 E-book subscription £1500</p>

TAs to lead daily keep-up Phonics interventions	average than other approaches to early reading (EEF 2018). Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - One-to-one tuition = +5 months - Small group tuition = +4 months	2 x ASA for 1 hour a week x 38 weeks = £1262 3 x ASA x R, 1, 2, 2 hour x 3 staff x 3 days per week x 38 = £11,367
Small group tutoring focusing on reading, writing and maths.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - Small group tuition = +4 Months	1,2,3 £ £120,012 (SA and AO) 1 x SASA and 1 x ASA = £58,025
KS1 ASA (Achievement Support Assistants) to ensure all disadvantaged pupils in Year 1 and 2 (bottom 20%) read daily, high focus on phonics	Phonics approaches have been consistently found to be effective in supporting young readers to master the basics of reading with an average impact of an additional four months' progress. Effective teaching of Phonics is more effective on average than other approaches to early reading (EEF 2018).	1,2 ASA x 6 hours x 5 x 38 = £24,070

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

**Budgeted cost: £152,127.09**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free breakfast club for all pupils, including learning club	Evidence from Education Endowment Foundation – The Institute for Fiscal Studies + 2 months	1,3,4,5, B/Club costs = £21,307 + Resources £2,500
<i>Bedtime reading. Parent/ carers can loan books to read to their child at home. Exposure to print and vocabulary.</i>	A significant barrier for pupil premium students is their lack of vocabulary knowledge, a predictor of achievement which is often linked to socio-economic status. The word rich get richer and the word poor get poorer (Alex Quigley, Closing the Vocabulary Gap, 2018)	1,2,3 1 x ASA x 1 hour p/w = £728 Books and Bag - £15,000
<i>1 to 1 ELSA (Emotional literacy support assistant) to work with individual pupils for well-being</i>	ELSA states that 82% increase in rate for self-esteem and confidence. 71% increase in relationships. Small based study.	1,3,4,5 AM = £44,406 EW = 1 day p/w = £3,156

<i>and emotional support</i> <i>3 members of staff trained to plan and deliver interventions</i>		
<i>Advotalk to support pupils with mental health, well-being</i>	‘One-to-one counselling intervention delivered to children in UK primary schools predicted improvements in mental health that were maintained over a 2 year follow-up period.’ (European Child & Adolescent Psychiatry, May 2021)	1,3,4,5  Advotalk = £8,360
<i>Attendance team. 1<sup>st</sup> day of absence daily phone call and home visit. Attendance trigger points monitored, letters sent and parent/carers meetings arranged.</i>	Pupils need to be in school to learn and achieve and there is a direct link between pupil achievement at KS2. Pupils with no absence are 1.6 times more likely to achieve level 4 (Age related expectations) at the end of KS2. Additional member of admin staff to support with Attendance pupils that missed 15-20 percent of all sessions (EEF, 2015).	1,3,4,5  BLDF = £6,073 DN = £16,549.5 NS = £6515.45  EW= £6834.14
Reward attendance through certificates and class rewards.	Pupils need to be in school to learn and achieve and there is a direct link between pupil achievement at KS2. Pupils with no absence are 1.6 times more likely to achieve level 4 (Age related expectations) at the end of KS2. Additional member of admin staff to support with Attendance pupils that missed 15-20 percent of all sessions (EEF, 2015).	1,4 £5,000
Educational visits, experiences and visitors to enrich and enhance the curriculum ‘Thorpepark 50’	Action research has demonstrated that there is greater involvement in learning of all children when topics are introduced following an enhancement activity. Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to Spending.	1,3,4 £15,698

**Total budgeted cost: £656,642.09**

## 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.

Attendance between September 2024 and July 2025

PP pupils 93.62%

Non-PP pupils 95.06%

Attendance whole school ended at 94%.

The gap has narrowed, but attendance continues to be a focus for PP funding.

Attendance this year has improved compared to 2023-2024.

GLD for Reception pupils this year was 66%. This is lower than National, however included 4 pupils attending our SEN unit.

51% of the pupils in this year group are PP pupils.

60% of PP achieved GLD, compared to 51.4% England Average (2024)

76% of Non-PP achieved GLD, which is slightly above England Average (2024) 72%

2023-2024 PP pupils achieved better than Non-PP and 2024-2025 Non-PP pupils achieved better than PP pupils. Funding will still be needed to improve outcomes for all pupils in receptions.

Phonic screening in year 1 69% pupils passed. This is lower than National, however included 7 pupils attending our SEN unit.

67% of pupils PP.

24% of pupils (17) SEN support

10% of pupils (7) EHC plan

PP children passed = 73%

Non PP children passed = 63%

Gap between PP and Non-PP reversed this year, with PP pupils pass rate higher.

Phonic screening in Year 2 resits 82% pupils passed.

PP children passed = 78%

Non PP children passed = 89%

Gap between PP and Non-PP has widened this year. Funding continued to focus on phonics for pupils, especially PP.

Year 6 Cohort needs to be considered when reflecting on data:

54 pupils in the cohort.

80% of pupils (43 pupils) PP.

20% of pupils (11 pupils) SEN support

15% of pupils (8 pupils) EHC plan

Year 6 pupil premium:

Thorpepark Reading

PP 60% EXS+ and PP 9% GDS;

Non PP 72% EXS+ and 36% GDS

2024 National PP EXS+ 62% and PP 18% GDS

2024 National Non PP EXS+ 79% and Non PP 33%.

Writing  
 PP 67% EXS+ and PP 7% GDS;  
 Non PP 91% EXS+ and 27% GDS;  
 2024 National PP EXS+ 58% and PP 6% GDS  
 2024 National Non PP EXS+ 77% and Non PP 16%.

SPAG  
 PP 63% EXS+ and PP 7% GDS  
 Non PP 91% EXS+ and 36% GDS;  
 2024 National PP EXS+ 59% and PP 20% GDS  
 2024 National Non PP EXS+ 78% and Non PP 37%.

Maths  
 PP 67% EXS+ and 5% GDS;  
 Non PP 82% EXS+ and 36% GDS;  
 2024 National PP EXS+ 59% and PP 13% GDS;  
 2024 National Non PP EXS+ 79% and Non PP 29%.

RWM EXS+ 50% and 6% GDS

Assessments above are SATS results for reading and maths and teacher assessments for writing. Non-pupil premium pupils are still achieving higher than pupil premium pupils however pupil premium pupils are achieving broadly inline or above National Average data 2024.

**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
N/A	

**Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A