



Pupil premium strategy statement Thompson Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023 - 2026
Date this statement was published	Dec 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Lisa Heath (Headteacher)
Pupil premium lead	Lisa Heath
Governor / Trustee lead	Gareth Eagle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£17,760

Part A: Pupil premium strategy plan

Statement of intent

At Thompson Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected, and entitled to develop to their full potential. The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning opportunities including access to forest schools and actively engaging with families to encourage and support good attendance in school.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

16% of our pupils in receipt of pupil premium have identified special educational needs. In all cases we strive to ensure all our pupils make good progress. We believe that all our pupils benefit from quality first teaching every day, with further additional intervention through one to one, precision teaching and small group teaching. We have accessed this using our current staff in school. We work to ensure high aspiration and high quality provision for all pupils in receipt of pupil premium.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

At Thompson Primary School we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. We are establishing successful fortnightly Forest School sessions for all children. The PSA also works alongside families and children in school to support needs when they arise. This early intervention helps to remove these barriers sooner in the child's education. We have seen an increase in pupils' emotional and social needs that impact on

learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes Thrive sessions to support learners.

Challenges

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

Challenge number	Detail of challenge
1 Progress in Mathematics	Aim to achieve national average progress scores in KS2 mathematics; ensure teaching staff are supported in identifying and implementing clear, precise, timed, impactful interventions for underachieving pupils without SEND.
2 Progress in reading	Aim to achieve national average progress scores in KS2 reading; Ensure teaching staff are supported in identifying and implementing clear, precise, timed, impactful interventions for underachieving pupils without SEND.
3 Progress in writing	Aim to achieve national average progress scores in KS2 writing; ensure teaching staff are supported in identifying and implementing clear, precise, timed, impactful interventions for underachieving pupils without SEND.
4 SEMH	Aim to ensure that pupils are supported, so that they can self-regulate, manage their feelings and access learning.
5 Attendance	Aim to achieve national levels of attendance and punctuality; Ensure parents and pupils receive targeted support from staff, when required.
6. Readiness for learning	Children are not always in the correct mind set for learning due to a range of factors.

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
Progress in Maths	Children achieve at least expected progress by the end of the year; gaps between PP and non-PP children are narrowed or closed – measured in end of KS2 SATs and teacher assessments
Progress in Reading	Children achieve at least expected progress by the end of the year; gaps

	between PP and non-PP children are narrowed or closed – measured in end of KS2 SATs and teacher assessments
Progress in Writing	Children achieve at least expected progress by the end of the year; gaps between PP and non-PP children are narrowed or closed – measured in Teacher assessments
Raise attendance to at least 96%	Ensure attendance of disadvantaged pupils is at least 96%
Pupils with SEMH needs have strategies to support their learning	Children with SEMH needs will be able to learn effectively alongside their peers

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£1116**

Activity	Evidence that supports this approach	Challenge number(s) addressed
National college subscription for all staff to be able to access high quality CPD	https://www.headteacher-update.com/content/best-practice/cpd-creating-a-thriving-school-culture	1,2,3,4,5 and 6

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

Budgeted cost: **£6426**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to be provided for those pupils who require	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3 and 4

additional support		
Precision teaching sessions	https://www.twinkl.co.uk/teaching-wiki/precision-teaching#:~:text=Precision%20teaching%20is%20an%20ev,enced,ensure%20that%20it%20is%20effective. https://www.structural-learning.com/post/precision-teaching-a-teachers-guide#:~:text=As%20a%20result%2C%20Precision%20Teaching,Precision%20Teaching%3A%20Discoveries%20and%20Effects.	1,2 and 3

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

Budgeted cost: **£10359**

Activity	Evidence that supports this approach	Challenge number(s) addressed
PSA to support pupils and parents effectively regarding attendance and other targeted support	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4,5 and 6
Cool milk to be purchased for pupils	https://www.coolmilk.com/why-milk-is-great/#:~:text=Children%20who%20drink%20school%20milk,physically%20fitter%20in%20old%20age.	6
Thrive intervention	https://www.thriveapproach.com/impact-and-research https://www.thriveapproach.com/news/impact-children	4 and 6
After school club sessions	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942568/ELS_what_works_paper.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	1,2,3,4, and 5

Total budgeted cost: £ 17901

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023 -2024 Outcomes

EYFS

GLD Non – disadvantaged 83% - 10/12 Children

Disadvantaged 0% - 0 PP children

Phonics Non – disadvantaged 54.5% - 6/11 Children

Disadvantaged 50% - 2 children

KS1 TA

Reading Non – disadvantaged 66.7% - 4/6 children

Disadvantaged 100% - 1 child

Writing Non – disadvantaged 50% - 3/6 children

Disadvantaged 0% - 1 child

Maths Non – disadvantaged 64% - 4/6 children

Disadvantaged 0%- 1 child

KS2 SATS/TA writing

Reading Non – disadvantaged 90% - 9/10 Children

Disadvantaged 0% - 2 children

Writing Non – disadvantaged 60% - 6/10 children

	Disadvantaged	0% - 2 children
Maths	Non – disadvantaged	70% - 7/10 children
	Disadvantaged	0% - 2 children
Progress		
All disadvantaged pupils in year 2 and year 6 made at least expected or above progress in reading, writing and maths.		

Externally provided programmes

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

Programme	Provider

Further information (optional)

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