# Thackley Primary School

## Pupil Premium Strategy Statement

## 2025-2028

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 | 2025-2026 | 2026-2027 | 2027-2028 |
|---|---|---|---|
| Number of pupils in school | Reception to Year 6 = 420<br>Nursery = 11 PT & 33 FT | | |
| Proportion (%) of pupil premium eligible pupils | 49 out of 420 = 12% | | |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2025/2026<br>2026/2027<br>2027/2028 | | |
| Date this statement was published | December 2025 | | |
| Date on which it will be reviewed | Autumn 2026 | | |
| Statement authorised by | A Patterson | | |
| Pupil premium lead | P Miller | | |
| Governor / Trustee lead | A Malcolm & Cailean MacKinnon | | |

## Funding overview

| Detail | 2025-2026 | 2026-2027 | 2027-2028 |
|---|---|---|---|
| Pupil premium funding allocation this academic year | £74,040 | | |
| Recovery premium funding allocation this academic year | N/A | | |
| Pupil premium funding carried forward from previous years | N/A | | |
| **Total budget for this academic year** | £74,040 | | |

# Part A: Pupil premium strategy plan

## Statement of intent

The ultimate objectives for our disadvantaged pupils are to:

- Ensure disadvantaged pupils (Pupil Premium, PP) leave Thackley having mastered the foundations of reading, writing and maths, with age-appropriate knowledge and skills, and the “Skills for Life” (resilience, independence, emotional regulation) required for successful next steps.
- Narrow and where possible eliminate the attainment and progress gaps between PP pupils and non-PP peers, including for those with SEND.
- Secure equal access to the curriculum and to high-quality enrichment and cultural capital so that PP pupils have the same opportunity to create “Happy memories” as all other pupils.
- Improve attendance and engagement for PP pupils so they benefit from consistent teaching and school experiences.
- Strengthen families’ capacity to support learning and wellbeing so home-school partnership reduces barriers arising from financial or social stressors.

Our current pupil premium strategy plan work towards achieving these objectives by:

- This strategy follows the Department for Education’s Menu of Approaches (page 5) (high-quality teaching; targeted academic support; wider strategies) and uses evidence-based interventions and implementation principles from the Education Endowment Foundation (EEF) and other high-quality, practitioner-facing guidance to allocate Pupil Premium funds effectively.
- We focus first on **Tier 1**: *ensure all classrooms deliver high-quality, evidence-informed teaching (strong phonics, language-rich pedagogy, carefully sequenced curriculum, targeted CPD). This reduces the need for later catch-up and benefits the widest number of PP pupils.*
- **Tier 2**: *targeted, small-group or 1:1 support is used where assessment shows pupils have not secured essential knowledge (early language, phonics, reading, gaps in key foundation knowledge). Interventions are time-limited, closely linked to classroom teaching and delivered with fidelity.*
- **Tier 3**: *wider strategies (attendance, wellbeing, removing financial barriers to enrichment, parental engagement) address the contextual barriers identified for Thackley’s PP cohort so pupils can access high-quality teaching and interventions consistently.*
- All actions will be implemented with a strong focus on SEND sensitivity and differentiation given the high overlap between PP and SEND at Thackley (≈33% of PP pupils on the SEN register).

The key principles of our strategy plan are:

- **Evidence-led**: we draw on EEF guidance and DfE menu principles to choose approaches with an evidence base and adapt them to our context.
- **SEND-sensitive**: interventions will be designed and delivered with SEND adjustments (scaffolding, explicit instruction, small steps, multi-sensory approaches) and overseen by the SENDCO in line with EEF SEND guidance.
- **Assess → target → monitor → adapt**: use high-quality, simple diagnostic assessment to identify gaps (e.g., phonics checks, reading fluency/comprehension checks, attendance monitoring) and review impact at agreed intervals; stop or revise approaches that are not producing measurable progress.
- **Use school’s strengths**: align with Thackley’s vision (High standards, Skills for Life, Happy Memories), its strong early years provision and ongoing school improvement priorities (Handwriting, Artsmark, Bradford Inclusion chartermark, PSHE Story Project, Nautilus monitoring) so Pupil Premium activity complements other development work.
- **Partnership with families**: provide parent support (workshops, targeted communications and support, removal of financial barriers to trips/music/clubs etc).
- **Value for money and sustainability**: prioritise approaches with an evidence base and build staff capabilities (CPD, coaching) so improvements are embedded and sustainable beyond the Pupil Premium funding year.

## Challenges

The key challenges to achievement that we have identified among our disadvantaged pupils.

| | Detail of challenge |
|---|---|
| **1** | **Financial deprivation** limits many PP pupils' ability to access out-of-school enrichment, trips, music lessons, and some in-school paid extras; this reduces breadth of experience and may reduce engagement. |
| **2** | A **high overlap between disadvantaged and additional vulnerabilities**: ~33% of PP pupils are on the SEN register (SEND), so interventions must be SEND-sensitive and well-differentiated. |
| **3** | Low levels of **communication and language development** (vocabulary, oral narrative skills, listening) in some PP children, particularly entering Reception and across early years, limiting access to curriculum and reading comprehension. |
| **4** | **Attendance** for PP children is below that of non-PP peers, increasing lost learning time and hampering access to teaching and interventions. |
| **5** | Pupils and parents experience poorer **mental health/wellbeing** and greater family stressors (anxiety, behaviour, household finances) that limit attendance, concentration and learning readiness. |
| **6** | **Phonics, Reading, Writing and Maths** attainment for PP children is lower than peers, which risks future gaps in curriculum access and achievement. |

# Intended outcomes

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. Increased access to enrichment and life experiences (reduce financial barrier) for PP | - 100% of PP pupils offered funded or subsidised access to at least one enrichment activity or trip per year<br>- Participation tracked; data shows ≥80% of PP pupils report having taken part in at least one enrichment activity by end of year. |
| 2. Improved progress for PP+SEND pupils | - at least 80% of PP+SEND pupils make measurable progress on their targeted EHCP/IGAP outcomes or school targets each term.<br>- Gap between PP+SEND and non-PP peers (where comparable) reduces by measurable steps term-on-term as recorded in our improved tracking system |
| 3. Improved early language outcomes for PP pupils | - Reception/Early Years: language assessment shows reduction in proportion of PP children below expected language milestones by end of Reception |
| 4. Improved attendance for PP pupils | - Reduce persistent absence (PA) rate for PP and overall attendance gap to non-PP narrowed.<br>- Termly monitoring shows improvement and targeted support applied to named individuals. |
| 5. Improved wellbeing so learning readiness and attendance increases | - PP pupils offered appropriate access to wellbeing support if and when required from Learning Mentor or additional outside agencies such as EEWP, Magic, Therapeutic Story Writing, Drawing and Talking Therapy etc<br>- Pupil Voice reports positive impact of the support accessed |
| 6. Improved Phonics, Reading, Writing & Maths outcomes for PP pupils | - Phonics, Reading, Writing & Maths: PP pass rates at the Phonics Screening Check, Reading assessments and Fluency assessments, Maths assessments and Writing analysis all increase year-on-year and the gap vs non-PP reduces. |

# Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.
**Notes on structure**: Each activity is shown under one of the DfE Menu of Approaches tiers. "Evidence that supports this approach" gives high-quality sources (EEF guidance/reviews or DfE). The Evidence Base with hyperlinks is listed at the end of this section. Challenge numbers addressed reference the Challenges table above.

## Teaching (Tier 1: High-Quality Teaching, CPD, recruitment & retention)

Budgeted cost: *£46,126*

| Activity 2025-2026 | Activity 2026-27 | Activity 2024-25 | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|---|---|
| **Extra teacher in year 6**<br>Deputy Head to work with Y6 to deliver Maths thus allowing the year group to be grouped into 3 smaller groups. Deputy will take groups requiring extra practise, gaps filling and confidence boosting<br>(0.25 DHT)<br>*£24,756* | | | EEF Teaching & Learning Toolkit shows small-group tuition typically adds about 3-4 months' extra progress, on average, compared to standard classroom teaching. This effect is often greater for PP children.<br><br>The DfE Menu of Approaches recommends combining high-quality teaching with wider strategies that address barriers to attendance | 2, 6 |
| **SENDCO**<br>SENDCO to coordinate, monitor and ensure PP & SEND children are accessing appropriate curriculum.<br>SENDCo to ensure appropriate wellbeing support is sourced and provided for individuals<br>*(0.2 SENDCo/Deputy release time)*<br>*£19,805* | | | EEF guidance: SEND in Mainstream Schools states importance of all pupils having access to high quality teaching which should be complimented with carefully selected small group interventions | 2, 3, 5, 6 |
| SENDCO to deliver further CPD as required to all staff on Ambition TA CPD 20 x 45 mins sessions with a focus on metacognition<br>*£1,565* | | | EEF guidance: Making Best Use of Teaching Assistants — structured, trained TA delivery linked with classroom teaching improves outcomes | 2, 3, 6 |

## Targeted academic support (Tier 2: tutoring, structured interventions, SEND-sensitive strategies)

Budgeted cost: *£37,349 (+£66,635)*

| Activity 2025-2026 | Activity 2026-2027 | Activity 2027-2028 | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|---|---|
| **Learning Mentor Time**<br>LM to support staff to identify children who require development of social skills and to provide support for those staff to help those with needs such as bereavement, behavioural difficulties etc<br>Staff to make referrals to the LM/SENDCo of any vulnerable children or families who are causing concern or who may need additional support.<br>LM/SENDCo to work with outside agencies such as Families First, Barnados, CAMHS, True Colours, School Nursing Team, EWEEP etc to provide support for any of our families in need. LM then to coordinate these workshops for identified children<br>*£35,519* | | | EEF: Social and Emotional Learning Toolkit states that interventions show average improvement (~+3 months) in attainment and positive benefits for behaviour and wellbeing when embedded and supported by PD | 5 |
| **Teaching Assistants/HLTA**<br>TAs to provide support for pupils in the class, in particular PP children who are vulnerable to falling behind.<br>TAs to deliver Reading, Phonics and Maths interventions as needed to ensure all pupils make good progress.<br>TAs to support implementation of 'Three Read Approach' to reading<br>*£66,635 (13% of total TA spend)* | | | EEF: SEND in Mainstream Schools notes that targeted interventions should be adapted for SEND pupils and that TA-led interventions can be effective when well-structured and overseen by teachers. | 2, 3, 6 |
| **Lexia**<br>Multi-sensory literacy intervention used for targeted children<br>*£1355* | | | EEF: Small Group Tuition & Phonics Toolkits state phonics interventions are particularly effective; 1:1 often shows higher gains (+8 months) while small groups also effective (+4 months). | 2, 3, 6 |
| **Phonics & Early Reading**<br>Twinkl SSP teaching programme to be used to identify children falling behind and the intervention programme to be used to ensure children 'keep up, not catch up'.<br>*£474.50*<br>Rapid Phonics intervention to be used for children with additional needs who are working significantly behind their peers | | | EEF Phonics Toolkit states phonics approaches are highly effective for early reading and have an average impact of +5 months; training and fidelity important for impact. | 2, 3, 6 |

## Wider strategies (Tier 3: attendance, behaviour, wellbeing, parental support, removal of financial barriers)

Budgeted cost: £25,367

| Activity 2025-2026 | Activity 2026-2027 | Activity 2027-2028 | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|---|---|
| **Learning Mentor & Attendance Team**<br>LM to implement first day calling procedures<br>LM to identify pupils and families who need support to improve their child's attendance.<br>LM & Attendance Team to work with LA Attendance Team to monitor children who are identified as Persistent Absence and work together to offer appropriate support to families | | | EEF Attendance Review Rapid Evidence Assessment states parental communications and responsive, targeted approaches show promise. Personalised, non-judgemental communications (letters/texts) and rapid targeted casework are promising approaches to reduce absences<br>Also highlights targeted parental engagement and responsive casework as promising for persistent absence; | 2, 4, 5 |
| **Breakfast Club**<br>Funded breakfast club places to reduce morning barriers to attendance, provide breakfast and a calm start to the school day.<br>*£7600 (est 8x day)* | | | DfE Menu of Approaches lists breakfast clubs & meal provision and EEF Attendance Review found some promise from targeted meal provision for disadvantaged pupils (mixed evidence but plausible benefits for engagement). | 1, 4, 5 |
| **Playground Support**<br>Additional daily staff employed to support throughout playtimes and lunchtimes to encourage participation in team games and ensure rules of play are adhered to and games are fair. This encourages our most vulnerable to join in as they feel emotionally safer when an adult is present.<br>Purchase and maintenance of new equipment to enable 'Opal' approach to playtime be delivered to enrich our lunchtime play for children and develop social and emotional skills during play.<br>*£1000* | | | EEF Attendance Review states extra-curricular activities can support engagement; the attendance evidence review includes extracurricular activities as one category with mixed evidence — they are most effective if they address specific barriers and are inclusive. Ensure careful targeting and monitoring rather than one-off offers | 1, 2, 5 |
| **After School Clubs & Residentials**<br>Cultural capital and enrichment subsidy: guarantee<br>A place at ONE of our curriculum clubs after school per week will be offered to children in receipt of FSM to encourage PP pupils' access to music, arts and other clubs to build vocabulary, confidence and wider knowledge.<br>PP fund to subsidise 50% of residential cost for children currently in receipt of FSM<br>*£9500 + £3181* | | | DfE guidance for Pupil Premium emphasises using funding to remove barriers to access and broaden curriculum experiences; evidence on enrichment and cultural capital points to improved engagement and broader development when financial barriers are removed | 1, 2, 4, 5 |

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|---|---|---|---|---|
| **Fuel for School**<br>Food is available at the weekly Pay As You Feel Market. The purpose is to help families free up money they typically spend on food so they can use it to pay other expenses.<br>*£1800* | | | DfE Menu of Approaches lists **meal provision** and EEF attendance review found some promise from targeted meal provision for disadvantaged pupils (mixed evidence but plausible benefits for engagement). | 1, 5 |
| **Milk, Toast & Uniform**<br>Milk is government funded until a child reaches the age of 5 but school pay for milk for all PP children<br>*£716*<br>We will provide a Whittakers voucher for each child in receipt of FSM to cover some of the costs of school uniform<br>*£1470* | | | DfE guidance for Pupil Premium emphasises using funding to remove barriers to access and broaden curriculum experiences; evidence on enrichment and cultural capital points to improved engagement and broader development **when financial barriers are removed** | 1, 4, 5 |
| **Peripatetic instrument lessons for individuals**<br>We believe in offering a broad curriculum to our pupils. Additional music lessons are an additional cost. We want to remove this barrier so will offer to fund the cost of music lessons for children in receipt of FSM.<br>*£100* | | | DfE guidance for Pupil Premium emphasises using funding to remove barriers to access and broaden curriculum experiences; evidence on enrichment and cultural capital points to improved engagement and broader development when financial barriers are removed<br>DfE Menu of Approaches lists extra-curricular activities such as access to the arts as wider strategies. | 1, 4, 5 |

# Total budgeted cost: **£108,842** *(+£66,635 for TAs)*

## Evidence base **(key references used throughout)**

- Department for Education: Using Pupil Premium: guidance for school leaders and the "Menu of Approaches" principles.
- Education Endowment Foundation (EEF) EEF Guide to the Pupil Premium
- EEF Teaching & Learning Toolkits
- EEF Attendance Interventions Rapid Evidence Assessment,
- EEF Small Group Tuition Toolkit
- EEF Phonics Toolkit
- EEF SEND in Mainstream Schools
- EEF Deployment of Teaching Assistants
- EEF Making Best Use of Teaching Assistants
- EEF Social and Emotional Learning Toolkit

## 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

| Evaluation of how we used our Pupil Premium allocation in 2024-2025 | |
|---|---|
| **Learning Mentor** | LM worked with children who had been referred to her by staff to provide individual support for children who required help with needs such as anger, bereavement, anxiety, friendship issues, behavioural difficulties etc<br>LM provided telephone support to families who required it.<br>LM worked with outside agencies such as Families First, True Colours, School Nursing Team etc to provide support for any of our families in need.<br>Our LM worked closely within the Safeguarding Team to provide support for children involved with Children's Social Care<br>Our LM worked at Breakfast Club every day to meet and greet all children, particularly our PP children, in order to build relationships with PP families. |
| **Teaching Assistants** | We employ additional TAs so that each class has a TA. This means they can support learning during lessons, deliver interventions as well as offering emotional and social support. We have additional TAs to support behaviour, SEND & EYFS |
| **School Uniform** | We provided uniform vouchers to children to enable them to purchase the items from Whittakers |
| **Breakfast Club** | 50 spaces per week at Breakfast Club were filled by PP children. This enables them to have breakfast and a calm start to the school day |
| **Milk for KS2** | 26 PP children in KS2 are offered milk daily |
| **Lunchtime Support** | Sports coaches have supported play at lunchtime every day. This has enabled more children to be engaged in purposeful play. |
| **After School Clubs** | 50 places at after school clubs were accessed by PP children. |
| **Fuel for School** | Our Fuel for School Marketplace opens every Thursday and is visited by lots of parents who purchase the food on a pay-as-you-feel basis. We also used this stock to make 'food parcels' for some of our vulnerable families, free of charge. |
| **Growbag** | 30 children are chosen to work with the Growbag lady for a session every half term (6 times a year). They plant, grow and harvest a range of fruit and vegetables to learn about where food comes from. |

| | |
|---|---|
| **Shine Intervention Programme** | Reading only as we have changed our assessments in maths.<br>All children's data is entered into the programme and individual, targeted intervention for gap filling and support are implemented. |
| **Deputy Headteacher** | DHT delivered daily lessons in Year 6 to enable the year group to have smaller classes and therefore the children to have more focussed teaching |
| **Lexia** | 50 children across KS2 accessed Lexia for a minimum of 60 minutes per week across the entire school year. Lexia intervention is a technology-driven reading program, that provides personalised, adaptive instruction in foundational literacy skills (phonics, phonological awareness, fluency, vocabulary, comprehension, and spelling) for pupils needing support. It uses embedded diagnostics to place pupils and continuously adapts lessons, allowing teachers to monitor progress and provide further targeted, small-group or individual support. |
| **Residentials** | School funded 50% of the cost of residential trips for children in receipt of FSM in years 4, 5 and 6 to attend residential |
| **Peripatetic Lessons** | 6 places in 1:1 brass lessons were filled across 3 terms. 8 spaces for guitar lessons were funded by school. |

## Externally provided programmes

| Programme | Provider |
|---|---|
| Fuel for School | Fuel for School |
| Peripatetics Lessons | Bradford Music service |
| Growbag | Grow to school |