

Thorne King Edward Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2025 to 2026 academic year. It outlines our strategy, how we intend to spend the funding in this academic year. The school has an above average number of disadvantaged pupils; 34% vs 24% nationally, this does not accurately describe our school context or disadvantage. 70% of our pupils live in areas that are in the lowest 20% of disadvantaged areas in the country and none live in any areas in the top 50% (IDACI) Our pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

School overview

Detail	Data
School name	Thorne King Edward Primary School
Number of pupils in school	339
Proportion (%) of pupil premium eligible pupils	34%(figure accurate at date of publish)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	25/26
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Matt Petch, Head teacher
Pupil premium lead	Rebecca Neadley
Governor / Trustee lead	Louise Caldwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 162,105.00
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	£162,105.00

Part A: Pupil premium strategy plan statement of intent

At Thorne King Edward, our core aim is for all pupils to make strong progress across all subject areas and to leave our school equipped with the essential knowledge and skills needed to thrive as global citizens and lead fulfilling lives.

We are committed to helping our children value themselves as unique individuals, who celebrate diversity and respect differences. As a school community, we work together to enable every child to become a successful learner with high aspirations—capable of making a positive contribution both to their local community and to wider society. The focus of our Pupil Premium strategy is to support disadvantaged pupils in achieving these goals.

We are determined that all children, regardless of background, can overcome challenges and reach their full potential. We quickly identify and consider the range of barriers that disadvantaged pupils may face as they join our school community. The activities outlined in this strategy are carefully designed to meet the individual needs of pupils and ensure our support is targeted and effective.

Our approach is driven by pupil need; they are at the heart of everything we do. High-quality, consistent teaching is central to our strategy, with a specific focus on areas where disadvantaged pupils need the most support. Research shows this has the greatest impact on closing the attainment gap while benefiting all pupils. Our strategy also aims to ensure that the progress of all pupils—both disadvantaged and non-disadvantaged—is sustained and continues to improve over time.

All staff are trained to recognise and understand the variety of challenges our children may face. We are committed to providing an equitable education and avoid making assumptions about the impact of disadvantage. We recognise that being disadvantaged does not equate to a lack of talent or ability, but rather a lack of opportunity. Our strategy reflects this belief and is designed to help every pupil excel.

To ensure our approach is effective and sustained, we will:

- Adopt a whole-school approach in which all staff take responsibility for the outcomes of disadvantaged pupils.
- Ensure that disadvantaged pupils are consistently challenged in the work they are set.
- Act early and decisively to address any needs as soon as they are identified.

Challenges

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

Challenge number	Detail of challenge
1	Social–Emotional Well-being Through our assessments, observations, and ongoing discussions with staff, families, and pupils, we have identified a wide range of social and emotional challenges affecting many of our children. These issues often result in low self-esteem and limited resilience, making it difficult for pupils to regulate their emotions effectively. As a consequence, engagement with learning is negatively impacted. We have also seen a growing number of children and families requiring support from our Family Support Worker (FSW), ELSAs, and additional help to access learning successfully within the classroom.
2	Attendance: Attendance rates for 2024-25 show that persistent absence was -0.1% behind national amongst our disadvantage pupils. Our assessments and observations indicate this is negatively affecting pupil's emotional wellbeing, learning and slowing down their overall progress. Whilst results have improved we need to ensure this is still a whole school focus and target.
3	Limited cultural capital: Assessments, observations, and conversations with pupils and families indicate that some children face challenges related to low aspirations and limited exposure to wider life experiences. We anticipate that these challenges may persist—and potentially worsen—due to the ongoing cost of living crisis. This has had a noticeable impact on pupils' social–emotional well-being and their engagement with the broader curriculum.
4	Gaps in learning: Internal and external assessments from 2025/26 show that disadvantaged pupils are performing below their non-disadvantaged peers in reading, writing, and maths. Although the attainment gap narrows by the end of Key Stage 2, disadvantaged pupils still do not achieve in line with their non-disadvantaged peers, either within the school or nationally.
5	Language Deficit Assessments, observations, and discussions with staff and pupils indicate that many children have underdeveloped oral language skills and significant vocabulary gaps. These issues are evident from the Early Years Foundation Stage (EYFS) and persist through to Key Stage 2. This language deficit negatively impacts pupils' access to learning across the curriculum and hinders their overall academic progress.

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
Gaps in learning targeted and minimised across the whole curriculum.	*Implement high-quality, responsive teaching across all subjects. *Deliver targeted interventions based on assessment data. *Strengthen teacher use of assessment to inform planning. *Embed retrieval practice and cumulative learning strategies. *Ensure access to a broad and balanced curriculum for all pupils. *Prioritise vocabulary and language development across the curriculum. *Use pupil voice to identify barriers and inform planning. *Track and monitor progress rigorously.
Disadvantaged pupils are exposed to a range of opportunities and experiences that develops their cultural capital in line with their peers.	*Organise trips, workshops, and activities throughout the whole school year, planned in the timetable. *Make sure disadvantaged pupils can join clubs and events, removing cost barriers for things like uniforms, trips, and experiences. *Include learning about different cultures and experiences in lessons across the wider curriculum. *Develop career related learning across the curriculum to raise future aspirations . *Collect data to show a high level of participation in after-school clubs and enrichment activities. *Use pupil voice to check that pupils have high aspirations and confidence in themselves. *Keep track of home-school partnerships to make sure families are engaged and supported.
Attendance of our PP children does not drop below the school target of 95%.	*Process in place to identify and target persistent absentees. *Rewards and incentives in place to develop a culture of good attendance above 95%. *Support for families with poor attendance. Welfare checks after 3 days absence. *Sustained high attendance rates in line with or above national average.
Improving vocabulary acquisition and usage across all curriculum areas.	*Conduct regular assessments, observations, and discussions with pupils to monitor oral language development, especially among disadvantaged pupils. *Plan and deliver targeted vocabulary teaching across all subjects. *Encourage the use of new and wider vocabulary in pupils' written work. *Create and maintain a language-rich environment that reflects and supports growing vocabulary. *Use reading materials that challenge and expand pupils' vocabulary. *Promote reading and vocabulary development through strong links between home and school. *Provide resources and support for families to encourage vocabulary acquisition outside the classroom.

	*Track end-of-KS2 reading and writing outcomes for disadvantaged pupils to measure progress and gap closure. .
All PP children will make at least good progress.	*KS2 outcomes for combined reading, writing and maths show that more than 75% of disadvantaged pupils meet the expected standard. To be in line with national.

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: £22,542

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD for all teachers and support staff to ensure consistent high quality teaching is improving knowledge, skills and achievement.	EEF guidance report: Effective Professional development identifies the following: <i>Research shows that high quality teaching can narrow the disadvantage gap and promoting effective CPD plays a crucial role in this.(2021)</i> Effective Professional Development EEF (educationendowmentfoundation.org.uk) CPD of staff t support the deliver of high quality first teaching.	1,2,3,4,5
Training for all staff on the use of RWI phonics scheme. *Daily coaching with RWI Leader to ensure high quality teaching. *Access to training to ensure a high standard of phonics teaching in EYFS and KS1.	EEF guidance report: Improving literacy in KS1 (2020) identifies the following: <i>Providing effective PD plays a crucial role in improving classroom practice and pupil outcomes.</i> Effective Professional Development EEF (educationendowmentfoundation.org.uk) EEF guidance report: Phonics identifies the following: <i>High Quality phonics teaching has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i> Phonics EEF (educationendowmentfoundation.org.uk) Continual CPD	1,4,5
Teach writing composition strategies through high quality modelling and supported practice.	The EEF guidance report Improving literacy in KS2 (2021) identifies the following: <i>Writing can be thought of as a task made up of five stages: planning, drafting, revising, editing, and publishing. Pupils should be taught each of these components and underlying strategies. Over time, pupils should take increasing responsibility for selecting and using strategies. Strategies should be carefully modelled and practised.</i> Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	1,4,5

Effective teaching of and repeated exposure to new vocabulary, including modelling and scaffolding of its use throughout all areas of the curriculum. Focus on reading fluency	The EEF guidance report Improving literacy in KS2 (2021) identifies: <i>Extending pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words develops pupil's language capabilities. Exposing children to new vocabulary across all literacy activities and the wider curriculum also helps to ensure breadth and depth of vocabulary understanding.</i> Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) The EEF report highlights the importance of Reading Fluency Resource 1.0.pdf (d2tic4wvo1iusb.cloudfront.net) training to be delivered to all staff for a whole school consistent focus within reading lessons	1,4,5
Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.	Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) The guidance report indicates the need in schools for Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas. • Ensure that children understand the links between the manipulatives and the mathematical ideas they represent. • Ensure that there is a clear rationale for using a particular manipulative or representation to teach a specific mathematical concept. White Rose Maths To be implemented across school. All staff to access training. <i>White Rose Maths – implemented across school from September 2024. Year 2 of scheme 2025</i>	1,4,5

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

Budgeted cost: £129,907

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA programme to support pupil' emotional wellbeing – need increased post pandemic.	The EEF guidance report social and emotional learning identifies the following: <i>On average SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of 4 months progress on attainment.</i> Social and emotional learning EEF (educationendowmentfoundation.org.uk) The Evidence found in DFE's 'Supporting the attainment of disadvantage' identifies the following: <i>Supporting social and emotional needs is one of the top ten most effective strategies used in schools. Children will improve their social understanding and relationships.</i>	1,2,3,4,5

	Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)	
Teaching assistants to provide targeted support in the classroom.	The EEF guidance report making best use of teaching assistants identifies the following: <i>Schools should organise staff so that children who struggle have as much time with the teacher as others. It is important teaching assistants add value to the work of the teacher not replace them. Effective teams of teachers and teaching assistants work together to ensure Assistants are supporting in the various stages of a lesson.</i> TA Guidance Report MakingBestUseOfTeachingAssistants-Printable 2021-11-02-162019_wsqa.pdf d2tic4wvo1iusb.cloudfront.net) Teaching assistants to be utilised as needs met level.	1,2,3,4,5

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

Budgeted cost: £48,833.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Forest School sessions led by a qualified instructor for all children.	Forest Schools help develop emotional intelligence, build resilience and learn how to assess risks, in a supportive, non-judgmental environment. All activities are child-led. Evidence from DFE Busting the myths on outdoor learning in schools - Natural England (blog.gov.uk) indicates: Having access to regular Forest School sessions provides children with the opportunity to develop a more in-depth understanding of how things work, and how their behaviour influences outcomes. The hands-on style of learning not only improves co-operation and communication skills but also promotes an awareness of others and the environment. Children can immediately see and be proud of the results of their work and thus benefit from an increase in self-esteem.	1,2,3,4,5
Effective deployment of the Family Support Worker to create positive relationships between home and school.	The EEF guidance report working with parents indicates: <i>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</i> Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5
Supporting disadvantaged families: Free uniform swap shop Free breakfast club	The DFE guide to the pupil premium indicates: <i>Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.</i> Removing cost barriers to ensure children can access all areas of the curriculum provides an equitable education.	1,2,3,4,5

Subsidise trips where able /needed	Supporting parents will foster positive home school relationships. Research indicates <i>parent's play a crucial role in supporting children's learning effective parental engagement can lead to learning gains of +3 months over the course of a year .</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	
Offering broad range of extra-activities. After school clubs, lunchtime clubs, and breakfast clubs.	The social mobility commission indicates: <i>Children from the wealthiest backgrounds are 3 times more likely to take up classes out of school hours than children from the poorest backgrounds. There is also a 20% participation gap in sport</i> Research shows that participation in extracurricular activities supports pupils' academic and personal development The DFE published findings indicate: <i>children who participate in extra-curricular activities gain confidence and build up their social skills which is much sought after by employers. They are also more likely to aspire to go on to higher or further education.</i> Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)	1,2,3,4,5
Adopting good practice as set out in the DfE's Improving School Attendance advice. Rewarding and promoting attendance above 95%	DFE guidance for improve school attendance indicates: <i>successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families. Good attendance is a learned behaviour, and the most effective schools recognise the importance of developing good patterns of attendance from the outset.</i> Working together to improve school attendance - GOV.UK (www.gov.uk)	1,2,3,4,5

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 2022 to 2023 academic year.

Peer review day (19/6/25) focused on pupil premium provision across school. Along with our own moderation and evidence collection systems, the following strengths and areas to develop moving forward have been identified.

Strengths:

- The detail and understanding to which the Leadership and staff across the school know the vulnerabilities of the children and families. ·
- The impact of the work to date to develop attendance, pastoral care and behaviour is clearly evident and demonstrates excellent capacity for the next steps. ·
- Accurate identification of next steps for the development of the utilisation of PP by the SLT, including evaluating and refocussing support timetables. ·
- Pastoral provision to support attendance and foster enjoyment of school with a warm welcome for all children.
- Tracking of all children, including those who are vulnerable and/or eligible for PP. ·
- Forest School provision to enhance and enrich the curriculum, leading to increased cultural capital, self-regulation and targeted support for highlighted children.
- Pupil's developing confidence, clearly demonstrating the impact of the ELSA interventions, enabling children to fully engage with the wider curriculum and social opportunities, developing bravery and presence within small groups, enabling them to represent themselves within the classroom.
- Recognition of the impact of financial barriers on pupils' perception of their place within school, through uniform provision, subsidised educational visits and remissions. ·
- Specific and tight focus on fast track phonics interventions, led by highly trained and skilled staff to targeted pupils.

Areas to develop:

- Continue to develop the specificity of interventions beyond RWInc, enabling staff to know and use precise targets and actions to further evidence the impact of individual and small group interventions through the well-established data tracking system. ·
- Review QFT to further embed the relevance and importance of adaptations within whole class teaching which support children without additional adult intervention, e.g. scaffolds, writing frames, manipulatives, use of technology for reading/recording, etc.
- Determine staff intervention/provision timetables enabling appraisal of key outcomes through holding staff to account for their input.
- Evaluate any additional training needs relative to the specific interventions planned for delivery to ensure support staff continue to benefit from CPD in relation to their evolving roles.

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
Phonics Scheme	Read Write Inc
Jigsaw	Pshce whole school scheme
White Rose Maths	WRM – Maths hub
Cornerstones maestro curriculum	Cornerstones education

Kapow Computing and French	Kapow primary
Grammarsarous	Writing resources whole school
Tara Chappell/Sarah Jane Smith/Susanne Walton – phonics support and guidance for school	Local authority
Timestable rockstars/ Numbots	Maths Circle
PE scheme Y1 – 6	Get set for PE

Further information (optional)

Other activity we are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding:

- Enhance the use of teacher feedback across all areas of the curriculum using EEF guidance reports. Fund training, CPD and release time for staff to trial, monitor and implement feedback strategies within classrooms. Evidence suggests high impact for low cost based on extensive evidence. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months).
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance and aspirations. Activities will focus on building life skills such as confidence, resilience and socialising. Disadvantaged pupils will be encouraged to participate and records of participation will be kept. Each year group to take part in at least at least 1 educational visit per year.
- Robust evaluation of our curriculum offer to ensure we are providing children with a broad and balanced curriculum.
- Senior leaders in charge of monitoring and evaluating the impact of actions. Raising achievement Leader also in place to monitor overall school attainment across year groups as outlined above and in our intent statement.
- Training for staff on meaningful adaptations to support QFT
- Develop sensory circuits school wide
- Ensure interventions run by support staff have clear and precise targets and actions.
- Appoint EAL lead in school

Planning, implementation and evaluation

The pupil premium cohort of our school is an ever-evolving picture and we are seeing a cross over with SEND/EAL. We are acutely aware of the community we serve and we predict the cost of living crisis will affect our families in many different ways. We constantly evaluate what our Pupil Premium needs look like at King Edward School and what once worked may not be best fit in the current climate. Adapting and changing our strategy to meet the needs of our pupils at any given time is continuous.

In planning our strategy, we evaluated why activity undertaken in previous years had an impact and why some activities may not have had the desired impact. Identifying the need and understanding our school context has been pivotal in how we select activities for the strategy. We have triangulated evidence from multiple sources of data to do this including internal assessments, book looks, conversations with parents, children and staff. We have also learnt from approaches adopted by other schools who face similar forms of deprivation. We have looked at a number of reports, studies and research about the effective use of the pupil premium including taking part in several webinars discussing the impact of disadvantage and how to address challenges to learning. We have used the EEF implementation guidance to help us develop our strategy and matching the needs of our children to the activities that have the most positive impacts. All staff held accountable to adopting a whole school approach to secure better outcomes for all pupils.