

Pupil premium strategy statement – Thorpe Hesley 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	572
Proportion (%) of pupil premium eligible pupils	8%
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)	2025-2026 (year 2 of 3-year plan)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Hewitt (Head Teacher)
Pupil premium lead	Lisa Shaw (Inclusion Lead)
Governor / Trustee lead	Sarah Scott Amy Gibson (SEND and PP Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£76,380

Part A: Pupil premium strategy plan

Statement of intent

At New Collaborative Learning Trust, our Pupil Premium strategy reflects our commitment to student achievement, personal development, social mobility, and wellbeing. Guided by our core values of Candour, Challenge, Collaboration, Commitment, and Care, we aim to remove barriers, close gaps, and ensure every learner can thrive academically and personally.

Thorpe Hesley Primary Pupil Premium Strategy

Our ultimate aim is for our disadvantaged pupils to achieve both academically and socially in line with their peers. To achieve this, we endeavour to provide the bespoke support necessary for them to access the same holistic, nurturing education we aim to provide for all children.

We recognise that our numbers of children accessing the Pupil Premium are generally lower than the national average and that they vary from cohort to cohort, with the nature and depth of need also varying significantly. This means that in some cases it may be necessary to provide a high degree of 'hands-on' support to address specific barriers and challenges (see below), whereas in other cases, our aim may be to equip children with the tools they need to succeed independently.

In order to deliver this bespoke support, we will:

1. Ensure that teaching and learning opportunities meet the needs of all pupils
2. Ensure that appropriate provision is made for pupils who belong to vulnerable groups
3. Provide financial support to vulnerable groups to ensure that they can access the wider curriculum, ensuring equal opportunities for all children, including:
 - Breakfast Club/After School Club;
 - After school clubs;
 - Off-site visits subsidy to vulnerable groups or families in need;
 - Residential visit subsidy to vulnerable groups or families in need;
 - Membership in local sports / arts clubs.
4. Raise attainment of vulnerable children in all year groups. Identify groups or individuals to receive bespoke intervention support, particularly in English and/or mathematics. Review children at pupil progress meetings termly.
5. Provide specific support and programmes, including through buy-back of Specialist Inclusion Team and Educational Psychologist (as required).

6. Work closely alongside parents to make them aware of the ways in which Pupil Premium can be used including our Pupil Premium Voucher Scheme.

Challenges

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

Challenge number	Detail of challenge
1	There is a correlation between disadvantaged pupils having additional needs including SEND
2	Internal data analysis shows that some disadvantaged pupils attain less well in standardised assessments.
3	Social and Emotional Challenges: Our assessments, observations and discussions evidence that social and emotional well-being s as well as self-confidence are an issue for some disadvantaged pupils.
4	To ensure all children including disadvantaged pupils access a wide range of wider curricular opportunities and experiences. It is recognised nationally that children with disadvantage have fewer extra-curricular activities.
5	Monitoring attendance of disadvantage pupils including Pupil Premium and SEND ensuring attendance %'s remain above school attendance target

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 are addressed effectively both at home and in school, leading to successful catch up.	Interventions will directly and swiftly impact upon pupil outcomes
Attainment gap between disadvantaged and non-disadvantaged pupils will have closed	Tracking of assessment data will demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers in school.
Targeted interventions support pupils' social skills, emotional well-being and confidence and positive mental health.	Pupils will have positive learning behaviours i.e. self-regulation of feelings,

	improved emotional well-being, confidence, concentration and memory.
Targeted funding increases pupils' ability to take part in out of hours learning and educational visits etc	All pupils are able to take part in events, activities and visits therefore supporting growth in social skills, confidence, and positive mental health.
School staff feel able and trained to support children with emotional and or mental health needs.	Most pupils with identified emotional or mental health needs receive in school support to improve and enhance their wellbeing.

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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching CPD/training for staff Pupil Progress termly meetings with a focus on Pupil Premium and disadvantaged pupils	Quality First Teaching is the most effective lever for improving outcomes. Provide staff training on questioning and scaffolding techniques and TA interventions EEF: TA interventions: Supporting small group interventions Outcomes for disadvantaged pupils (EEF Guide to Pupil Premium) https://educationendowmentfoundation.org.uk/support-for-schools/schoolplanning-support/1-high-quality-teaching	1,2,3,4
Contribution towards buy-back of specialist services (e.g.	The Education Endowment Foundation's SEND Evidence Review (2020) (https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_SEND_Evidence_Review.pdf) describes "the effectiveness of collaborative and team-working approaches in	2, 3

Specialist Inclusion Team and Educational Psychology), providing support for staff to best meet the needs of children	<i>supporting pupils' progress</i> " in relation to work with professionals from specialist services.	
Improve the quality of social and emotional support. SEMH approaches embedded into daily educational practice and supported by professional development and training for staff.	Improve the quality of social and emotional learning. SEMH approaches embedded into daily educational practice and supported by professional development and training for staff. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social and_Emoional_Learning.pdf(educationendowmentfoundation.org.uk)	2,3
Implementation and monitoring including termly pupil progress meetings and data scrutiny; Staff training; PP dashboard to monitor attainment, progress and attendance.	EEF Guidance reports hub (incl. A School's Guide to Implementation): https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/	1,2,3,4

Boxall Assessments to support SEMH needs; Team Teach Training to support emotional regulation, de- escalation and emotional well-being; Whole School CPD and training for disadvantaged pupils and Social and Emotional Learning (Zones of Regulation)	EEF Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning EEF_Social and_Emoional_Learning.pdf(educationendowmentfoundation.org.uk)	1,2,3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants/ HLTAs to support children both academically	Education Endowment Foundation – Making the Best Use of Teaching Assistants (2015) (https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/teaching-	1,2, 3

and in terms of their social and emotional development	<p>assistants/TA Guidance Report MakingBestUseOfTeachingAssistants-Printable.pdf) states that:</p> <p><i>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</i></p> <p>According to the EEF Guide to Pupil Premium (June 2019), "targeted support for pupils should be a key component."</p> <p>According to the Sutton Trust, 1:1 teaching within the classroom can have a potential gain impact of 5 months, whilst small group tuition increases learning by up to 4 months.</p>	
Resources to support writing and interventions; Clicker Licence Renewal (10 Licenses for 3 years)	<p>EEF 'Teaching Assistant' guidance: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF 'Targeted academic support' guidance: https://educationendowmentfoundation.org.uk/support-forschools/school-planning-support/2-targeted-academic-support</p>	1,2,3
Staffing for targeted after school / lunchtime clubs aimed at providing extracurricular opportunities for specific Pupil Premium children (including both academic and social activities)	<p>The Education Endowment Foundation's Teaching and Learning Toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) states that:</p> <ul style="list-style-type: none"> • "Programmes that extend school time have a positive impact on average" • "Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision." <p>After school clubs including Homework Club</p> <p>Opportunities provided during lunchtime provision and lunchtimes club to increase extra-curricular curriculum offer.</p>	3,4

Provision to provide personalised learning for targeted pupil and social and emotional support	<p>EEF Social and Emotional Learning: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</p> <p>Making Best Use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>EEF: Teaching Assistant Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2,3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school attendance; Regular attendance meetings with Attendance Lead, Inclusion Lead and	<p>EEF Supporting school attendance – evidence-informed themes & planning tool: https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p>EEF Attendance interventions rapid evidence assessment: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews</p>	3,5

Wellbeing Lead		
<p>Rocksteady Music sessions for PP children funded by PP money</p> <p>Outdoor Learning Lead released ½ day per week to support teaching staff and deliver Outdoor or Learning opportunities with children</p>	<p>Ofsted: Learning Outside the Classroom – How far Should you go? https://webarchive.nationalarchives.gov.uk/ukgwa/20141106081904mp_/https://www.ofsted.gov.uk/sites/default/files/documents/surveys-and-good-practice/l/Learning%20outside%20the%20classroom.pdf</p>	3,4
Contribution towards the cost	<p>Ofsted: Learning Outside the Classroom – How far Should you go? https://webarchive.nationalarchives.gov.uk/ukgwa/20141106081904mp_/https://www.ofsted.gov.uk/sites/default/files/documents/surveys-and-good-practice/l/Learning%20outside%20the%20classroom.pdf</p>	3,4

of Educational Visits		
Contribution towards the cost of out of school learning resources		
Pupil Premium Credit Voucher		
Develop positive and supportive relationships for all children to thrive	https://blog.searchinstitute.org/confronting-learning-loss-by-building-developmental-relationships	3
Learning Mentor for Wellbeing	The EEF Guide to Pupil Premium (June 2019) recommends “strategies that relate to non-academic factors, including improving behaviour and social and emotional support.”	3

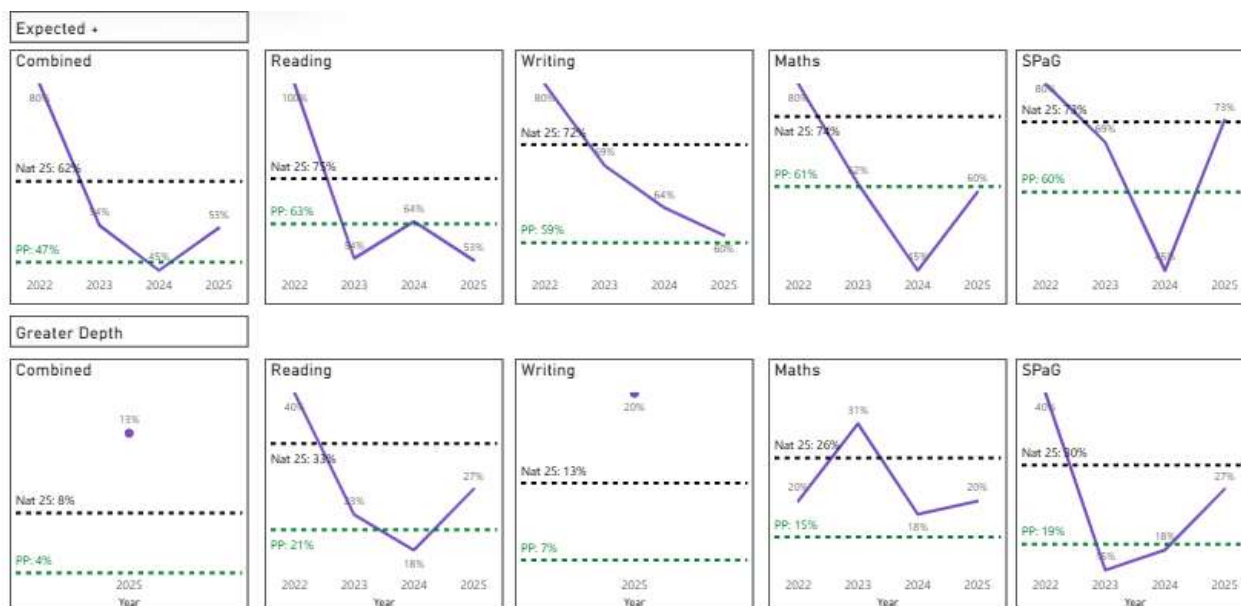
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Total budgeted cost: £70,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of KS2 assessment data:



This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Data scrutiny from internal assessment throughout school shows that the progress of our PP children is positive and although a gap still remains between our PP and non-PP children, this attainment gap is closing with a greater percentage of children achieving the expected+ in reading, writing, SPaG and maths thus showing attainment is increasing. Monitoring shows that the funding allocated to Pupil Premium Provision within school is high quality and this it is having a noticeable impact.

During this academic year (2024-2025), the support from the Wellbeing Team and the CPD delivered throughout school has enabled us to further develop social and emotional learning. School have continued to work with 'With Me In Mind' as well as other external agencies to enhance this support further. Monitoring shows that SEMH approaches are embedded into daily educational practice and supported by professional development and training for all staff. During the next academic year, we aim to develop this further and provide workshops and groups for the children including support for developing self-esteem and strategies for dealing with anxiety and anger. Pastoral support continues to be a strength.

Within this year, we have continued to offer 'Rocksteady' music sessions to some of our disadvantaged pupils. In addition to this, we have further developed our outdoor

woodland area which has provided the children with endless opportunities for outdoor learning. Our Outdoor Learning Lead has continued to work immensely hard on this and has continued to use her release time to work with staff and children on outdoor learning.

Pupils with identified emotional or mental health needs receive in school support to improve and enhance their wellbeing. Emotional regulation and nurture support was given to targeted pupils. We continued to work alongside 'With Me In Mind' which led to enhanced pastoral interventions supporting children's mental and emotional well-being. Giving pupils more chance to talk to adults and reduce anxiety. Children's self-confidence and social engagement improved to a great extent.

Outdoor learning has continued to be a big focus in our 3-year plan and as mentioned above, the outdoor woodland area has been improved immensely. More recently, our 'Community Courtyard' within the Junior Building. These remain areas for further development and our Outdoor Learning Lead has actions in place to enhance outdoor learning even further across school.

This year, funding allocated to extra-curricular activities has allowed some of our PP children to attend and they have been given priority to these clubs. In addition to this, PP funding has been used to provide a homework club, again prioritising our disadvantaged pupils. We have also continued to subsidise school visits through our PP funding and Pupil Premium Credit Voucher Scheme.

Our Pupil Premium Credit Voucher Scheme has been a great success and something we will continue to offer to our disadvantaged families but with an increased amount. This has allowed our PP families to access support for funding trips and visitors in school, residential visits, extra-curricular clubs, purchasing school uniform and PE kits. Feedback from this scheme continues to be extremely positive and a scheme we will continue with. In addition to this, we have used some of the funding to support families who have struggled with attendance and punctuality with attending our Breakfast Club and this has been a real success, with huge improvements in punctuality evidenced.

Next steps:

Quality First Teaching & CPD: sharing of good practice including effective modelling, effective questioning and further implementation of live marking within school with reading and writing being a key focus throughout school for our disadvantaged pupils.

Attendance Plans: Continue to monitor attendance for our disadvantaged pupils and attend half termly attendance meetings with the attendance team. Implement attendance support plans for children with attendance concerns.

Attainment and targeted interventions: Intervention and quality first teaching to increase the percentage further for the number of disadvantaged pupils achieving the expected standard and above.

Increased challenge and high expectations: Continue to use termly pupil progress meetings to identify PP pupils on the cusp of Expected and GD including the use of booster sessions, pre-teach and post-teach opportunities to maximise learning.

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.

Rocksteady Music Sessions <https://www.rocksteadymusicschool.com/>

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

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.