

Pupil premium strategy statement - Thirsk Community Primary School

This statement details our school's use of pupil premium (and recovery 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	131
Proportion (%) of pupil premium eligible pupils	41%
	2024/2025 – 2026/2027 This statement is for 2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jake Harrison - Headteacher
Pupil premium lead	Gemma Wall – Early Years and KS1 Lead
Governor / Trustee lead	Jane Grainger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,795
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£95,795

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or receive support from other external agencies. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

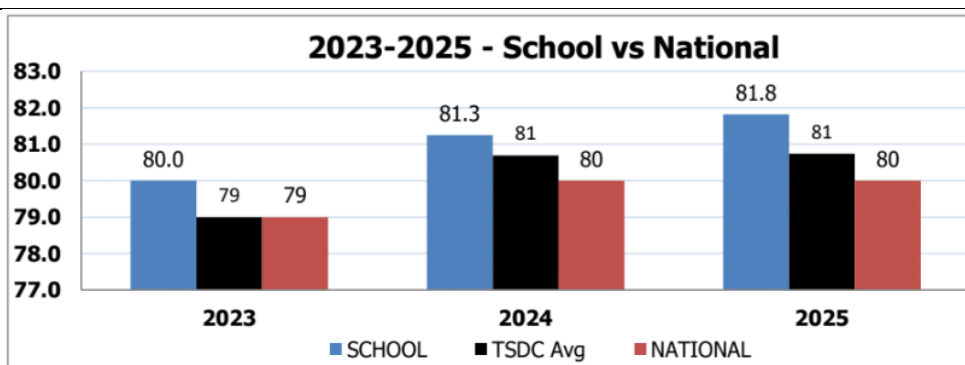
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge																																																																																																																																																																																																																																																																																																																																																
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The writing Early Learning Goal matches this pattern. There is a direct link to the low Gross and Fine Motor Skill percentages.</div><div>Improving these foundational skills for all pupils will impact positively on GLD for all pupils</div></div>	Good Level of Development (GLD)	School								NATIONAL			2023		2024		2025		3yr Avg.		2023	2024	2025	No.	%	No.	%	No.	%	No.	%	%	%	%	All Pupils	14	71%	27	70%	11	73%	52	71%	67%	68%	68%	Boys	7	43%	10	60%	6	67%	23	57%	61%	61%	62%	Girls	7	100%	17	76%	5	80%	29	83%	74%	75%	75%	Pupil Premium	8	50%	8	50%	4	25%	20	45%	52%	52%	51%	Non-Pupil Premium	6	100%	19	79%	7	100%	32	88%	72%	72%	73%	SEN	3	67%	4	0%	3	33%	10	30%	20%	20%	21%	Non-SEN	11	73%	23	83%	8	88%	42	81%	74%	76%	77%	PP & SEN	2	50%	2	0%	2	0%	6	17%				EAL	3	100%	4	50%	0		7		62%	64%	65%	Non-EAL	11	64%	23	74%	11	73%	45	71%	69%	70%	70%	Writing Early Learning Goal	School								NATIONAL			2023		2024		2025		3yr Avg.		2023	2024	2025	No.	%	No.	%	No.	%	No.	%	%	%	%	All Pupils	14	79%	27	70%	11	73%	52	73%	71%	71%	72%	Boys	7	57%	10	60%	6	67%	23	61%	65%	65%	66%	Girls	7	100%	17	76%	5	80%	29	83%	77%	78%	78%	Pupil Premium	8	63%	8	50%	4	25%	20	50%	55%	55%	55%	Non-Pupil Premium	6	100%	19	79%	7	100%	32	88%	75%	76%	76%	SEN	3	67%	4	0%	3	33%	10	30%	28%	27%	28%	Non-SEN	11	82%	23	83%	8	88%	42	83%	77%	79%	79%	PP & SEN	2	50%	2	0%	2	0%	0	0%				EAL	3	100%	4	50%	0		7		73%	73%	73%	Non-EAL	11	73%	23	74%	11	73%	45	73%	67%	68%	69%	Prime area	School			National				2023	2024	2025	2023	2024	2025	Gross	93%	74%	82%	92%	92%	92%	Fine	93%	74%	73%	86%	86%	86%
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School Pupil Premium vs National - Phonics Screening 2023-2025 - Three Year Average

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		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No. of pupils	ALL	10	5	15	6	10	16	8	14	22	24	29	53
School PP Cohort	School Pupil Premium	5	1	6	6	4	10	2	6	8	13	11	24
	SEN	5	0	5	3	0	3	1	3	4	9	3	12
	EAL	0	0	0	0	0	0	0	0	0	0	0	0
	LAC	0	0	0	0	0	0	0	0	0	0	0	0
NOTE: Pupils may have multiple characteristics i.e. be eligible for FSM, have SEN and EAL													
Phonics Analysis		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
% achieving the expected standard	School PP	80.0%	100.0%	83.3%	83.3%	50.0%	70.0%	50.0%	66.7%	62.5%	76.9%	63.6%	70.8%
	National NonPP	80%	86%	83%	81%	87%	84%	80%	87%	84%	80%	87%	84%
	National All Pupils	76%	82%	79%	77%	84%	80%	76%	84%	80%	76%	83%	80%
	National PP	62%	71%	67%	63%	74%	68%	61%	72%	67%	62%	72%	67%

Though the data shows that our pupils perform better than the National score in phonics and the three year average for our PP pupils is better than the National PP three year average, this remains an area of challenge for the school.

3

Writing – Speech and language

Writing Expected Standard (EXS)

	2023		2024		2025		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	22	59	26	46	30	47	78	50
Girls	12	58	15	53	15	53	42	55
Boys	10	60	11	36	15	40	36	44
Dis	10	50	8	38	11	36	29	41



36% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally at the end of KS2. Therefore, there is an achievement gap of 47%. National Disadvantaged is 67%.

Disadvantaged pupils are below Disadvantaged pupils Nationally.

Over the last three years 41% of disadvantaged pupils (12/29) have achieved the expected standard or above

4

Attendance

The Attendance figures for 2024/2025 for Pupil Premium pupils was 92.6% compared to 94.7% of other pupils.

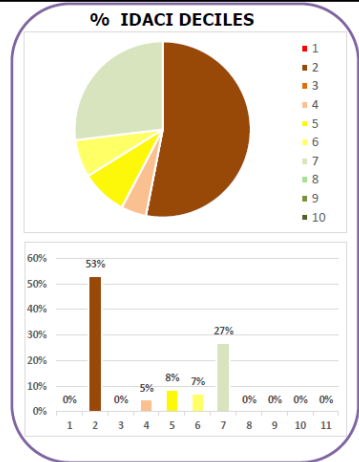
At the time of writing, the attendance for our Pupil Premium pupils was 92.86%. Improving attendance will positively impact on a variety of areas both academic and pastorally.

IDACI DEPRIVATION DOMAIN

Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	10% Most Deprived	1 to 3,376	0	0%	
2	10% to 20%	3,377 to 6,751	69	53%	4674
3	20% to 30%	6,752 to 10,127	0	0%	
4	30% to 40%	10,128 to 13,502	6	5%	12830
5	40% to 50%	13,503 to 16,878	11	8%	16089
6	50% to 60%	16,879 to 20,253	9	7%	17702
7	60% to 70%	20,254 to 23,629	35	27%	21432
8	70% to 80%	23,630 to 27,004	0	0%	
9	80% to 90%	27,005 to 30,380	0	0%	
10	10% Least Deprived	30,381 to 33,755	0	0%	
UNKNOWN			0	0%	
TOTAL			130	34.8%	11430

Detailed breakdown of Top 30% Most Deprived (Deciles 1 to 3)

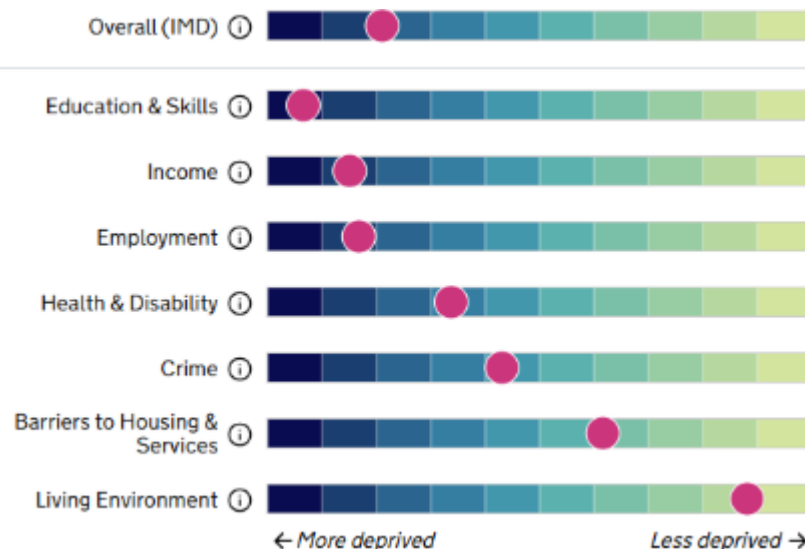
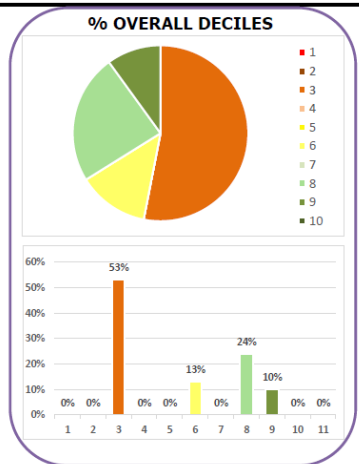
Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	5% Most Deprived	1 to 1,688	0	0%	
	6% to 10%	1,689 to 3,376	0	0%	
2	10% to 15%	3,377 to 5,063	68	52%	4659
	16% to 20%	5,064 to 6,751	1	1%	5671
3	20% to 25%	6,752 to 8,439	0	0%	
	26% to 30%	8,440 to 10,127	0	0%	

**OVERALL DEPRIVATION DOMAIN**

Decile	Decile Description	Ranks	Number of Pupils	OVERALL %	Avg. Rank
1	10% Most Deprived	1 to 3,376	0	0%	
2	10% to 20%	3,377 to 6,751	0	0%	
3	20% to 30%	6,752 to 10,127	69	53%	7110
4	30% to 40%	10,128 to 13,502	0	0%	
5	40% to 50%	13,503 to 16,878	0	0%	
6	50% to 60%	16,879 to 20,253	17	13%	18079
7	60% to 70%	20,254 to 23,629	0	0%	
8	70% to 80%	23,630 to 27,004	31	24%	24689
9	80% to 90%	27,005 to 30,380	13	10%	29095
10	10% Least Deprived	30,381 to 33,755	0	0%	
UNKNOWN			0	0%	
TOTAL			130	45.5%	14935

Detailed breakdown of Top 30% Most Deprived (Deciles 1 to 3)

Decile	Decile Description	Ranks	Number of Pupils	OVERALL %	Avg. Rank
1	5% Most Deprived	1 to 1,688	0	0%	
	6% to 10%	1,689 to 3,376	0	0%	
2	10% to 15%	3,377 to 5,063	0	0%	
	16% to 20%	5,064 to 6,751	0	0%	
3	20% to 25%	6,752 to 8,439	69	53%	7110
	26% to 30%	8,440 to 10,127	0	0%	



Currently, 52% of our pupils fall into the top 10-15% most deprived on the Income Deprivation Affecting Children Index (IDACI)

Currently, 53% of our pupils fall into the top 20-25% of overall deprivation.

	Currently, the percentage of pupils who live in this LSOA – 67% 88 pupils. 9% 113 pupils also live on an estate outside of this area which has 50% social housing and has higher rates of deprivation than average
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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
Improve the attainment in Prime areas of Gross and Fine Motor skills	Outcomes in the writing ELG improve as a result of the gross and fine motor skills improving to be in line or above National
Improve the attainment of disadvantaged pupils in phonics	Outcomes in phonics for disadvantaged pupils are in line or above the National average
Improved writing attainment for disadvantaged pupils at the end of KS2 by improving oracy and speech and language	Outcomes in writing at the end of KS2 improve to close the gap and improve the 3-year average to be in line or above National by improving speech and language across the school
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance for disadvantaged pupils is in line with other pupils
To enhance the enrichment offer for our most disadvantaged pupils and track engagement of our most disadvantaged pupils	Pupils will have a wide range of experiences which they may not normally have outside of the school. Leaders will target specific pupils to improve engagement.

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: £36,673

Activity	Evidence that supports this approach	Challenge number(s) addressed
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CPD for members of staff to deliver the validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	2
Recruitment of additional members of staff in EYFS to support with delivering small group and intervention work	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind - in small groups: Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3
Funding for release time for Phase leaders to be released from class to implement strategies and lead in specific areas.	EEF effective professional development report https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3

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

Budgeted cost: £ 18,332

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantage	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective	2, 3

<p>d pupils who require further phonics support</p> <p>Speech and language Therapy</p> <p>Nuffield Early Language Intervention</p>	<p>when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>Communication and language approaches involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children's language development benefits from approaches that support communication through talking and non-verbal expression.</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p> <p>Oral language interventions are about making the most of spoken language and verbal interaction for learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4

and appointing Attendance Champion/Parent Support Advisor to improve attendance.		
Funding in place to support the enrichment of life experiences for our most deprived pupils	<p>Participation in extracurricular activities.</p> <p>EEF research on arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>EEF research on physical activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	5

Total budgeted cost: £ 95,210

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This statement is set between 2024/2025 – 2026/2027				
Desired Outcomes from the previous statement 2024/2025				
	Outcome	How successful was this?		
A	Improve the attainment in writing ELG for disadvantaged pupils to be in line with other children	<p>The attainment for all pupils in writing ELG improved from 70% to 73%.</p> <p>The attainment for writing for Pupil Premium pupils went down from 50% to 25%</p>		
B	Phonics - Disadvantaged pupils continue to be inline or above the National average and the gap is closed with other children	<p>The attainment for phonics at KS1 overall for all pupils from 81.3% to 81.8%.</p> <p>The attainment for phonics for Pupil Premium pupils went down from 70% to 62.5%</p>		
C	Improved writing attainment for disadvantaged pupils across the school	Disadvantaged Writing	End of year 2024	End of year 2025
		Y1		50%
		Y2	13%	45%
		Y3	14%	57%
		Y4	55%	29%
		Y5	13%	13%
		Y6	10%	36%
D	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>The attendance for Pupil Premium pupils at the end of 2023/24 was 91.42%</p> <p>The attendance for Pupil Premium pupils at the end of 2024/25 was 92.6%</p>		
E	To enhance the enrichment offer for our most disadvantaged pupils	<p>The tracking of our enrichment offer was not detailed enough to robustly measure impact for our most disadvantaged pupils. This must be address in the next academic year 2025/26</p>		

Externally provided programmes

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

Programme	Provider
N/A	