

Pupil premium strategy statement – Thwaites 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	28
Proportion (%) of pupil premium eligible pupils	21.4
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)	2026/27 – 2028/29
Date this statement was published	28 September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mr. M. Redhead - Headteacher
Pupil premium lead	Mr. M. Redhead - Headteacher
Governor / Trustee lead	Vikki Pogrel – Finance Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,850.00
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>	£10,850.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to remove barriers to learning created by disadvantage to ensure that disadvantaged pupils can fully access the curriculum we offer and enjoy the same success as their non-disadvantaged peers across all subject areas. Our ultimate goal is to ensure that all pupils in school, including disadvantaged pupils, enjoy learning, make good progress and achieve their full potential, including those who are already high attainers.

In order to achieve this, we identify the specific barriers to learning currently experienced by our disadvantaged pupils and use pupil premium funding to put appropriate measures in place to address these barriers. We recognise that disadvantage does not affect every pupil in the same way and therefore our approach is responsive to the individual needs of the pupils currently in our school.

The pupil premium strategy set out below details the challenges currently faced by our disadvantaged pupils and the actions we intend to take to address them.

High-quality teaching remains at the heart of our approach, with particular focus on areas in which disadvantaged pupils require the greatest support. Alongside high-quality classroom teaching, targeted academic support will be provided where individual pupils have identified gaps in their knowledge and skills. Wider strategies will also be used to address barriers beyond academic attainment, including pupils' social and emotional wellbeing and access to enrichment opportunities.

Our approach is based upon the challenges identified within our school and the individual needs of our disadvantaged pupils. These challenges are identified through a range of evidence, including internal and statutory assessment, ongoing teacher assessment, observation, pupil voice and discussions with pupils and families. We will use this evidence to ensure that support is targeted appropriately rather than making assumptions about the impact of disadvantage.

To ensure our approaches are effective, we will monitor the progress and wellbeing of disadvantaged pupils throughout the implementation of the strategy. We will ensure that disadvantaged pupils are appropriately challenged in their learning, intervene promptly when additional needs are identified, and maintain a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high 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
1	Assessment and ongoing teacher observation have identified gaps in phonics knowledge among some disadvantaged pupils in KS2. These gaps affect pupils' reading fluency and their ability to access age-appropriate texts independently across the curriculum.
2	Internal assessment, ongoing formative assessment and evidence in pupils' work indicate that spelling remains a barrier for some disadvantaged pupils. Gaps in spelling knowledge affect pupils' accuracy and independence in written work and their ability to demonstrate their knowledge effectively across the curriculum.
3	Internal assessment and ongoing formative assessment indicate that some disadvantaged pupils have gaps in reading comprehension knowledge and skills. This affects their ability to understand, interpret and respond to age-appropriate texts and can create barriers to accessing learning across the wider curriculum.
4	Observations, pupil voice and discussions with pupils and families indicate that some disadvantaged pupils experience social and emotional needs that can affect their readiness to learn, relationships and engagement in school. Some pupils require additional support to develop emotional regulation, resilience and wellbeing.
5	Discussions with families and our knowledge of pupils' circumstances indicate that financial disadvantage can create barriers to disadvantaged pupils accessing educational visits, enrichment activities and wider experiences. Without appropriate support, this may limit opportunities to develop cultural capital, confidence, resilience and wider life experiences.

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
1. Improved phonics knowledge and reading fluency among disadvantaged pupils in KS2 who have identified gaps in their phonic knowledge.	Targeted pupils make sustained progress through the school's phonics intervention programme. Assessment demonstrates that identified gaps in phonic knowledge are closing and pupils increasingly apply their phonics knowledge independently when reading.

2. Improved spelling attainment among disadvantaged pupils.	Internal assessment and evidence in pupils' independent writing demonstrate sustained improvement in spelling. The proportion of disadvantaged pupils working at age-related expectations in spelling increases over the strategy period.
3. Improved reading comprehension among disadvantaged pupils.	Internal assessment demonstrates sustained improvement in reading comprehension. The proportion of disadvantaged pupils working at age-related expectations in reading increases over the strategy period, with identified gaps between disadvantaged pupils and their peers reducing.
4. To achieve and sustain positive social and emotional wellbeing among disadvantaged pupils.	Pupil voice, parent/carers feedback and staff observations demonstrate positive levels of wellbeing. Pupils receiving additional support demonstrate improved emotional regulation, resilience and readiness to learn.
5. Disadvantaged pupils have equitable access to educational visits, enrichment activities and wider experiences.	Financial disadvantage does not prevent disadvantaged pupils from participating in educational visits and enrichment opportunities. Participation is monitored and pupil voice/observation demonstrates the positive impact of these experiences on pupils' confidence, resilience and wider development.

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: £4,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of a structured whole-school approach to spelling. Termly	EEF guidance recommends developing pupils' transcription skills, including spelling, through extensive practice. The guidance also	2

grammar, punctuation and spelling assessments have consistently identified spelling as an area of need, with disadvantaged pupils disproportionately affected. The school has introduced Spelling Shed to provide a structured and progressive approach to spelling. Teachers deliver a dedicated 30-minute spelling lesson each week, followed by opportunities for pupils to practise and apply the spelling knowledge taught through classroom activities. Pupils also take home spellings directly linked to their taught spelling content to provide further practice. Progress is reassessed termly to evaluate impact and inform subsequent teaching.	recommends using accurate assessment of pupils' needs to target teaching and support. Our structured approach provides explicit spelling teaching followed by regular opportunities for practice and application, with termly assessment used to monitor progress and inform subsequent teaching. Improving Literacy in Key Stage 2 EEF	
Implementation of a structured whole-school reading comprehension curriculum. Termly reading assessments have identified reading comprehension as an area of need, with disadvantaged pupils disproportionately affected. The headteacher has developed a progressive reading comprehension curriculum based around VIPERS skills and the reading	EEF guidance recommends the explicit teaching of reading comprehension strategies and describes these approaches as having a strong evidence base. Effective comprehension teaching includes modelling and explaining strategies, followed by supported and independent practice using appropriately challenging texts. Ongoing assessment enables teaching to respond to pupils' developing needs. Reading comprehension strategies Teaching and Learning Toolkit EEF	3

expectations for each year group. Skills are explicitly taught and practised using a range of age-appropriate texts, genres and activities over a two-lesson cycle. Teaching materials and texts are matched to year-group expectations. Pupils' work is assessed weekly, with feedback, support and additional challenge provided in response to their understanding. Termly reading assessments are used to monitor progress and evaluate impact.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £4,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individualised phonics intervention for identified disadvantaged pupils in KS2. Pupils' phonics knowledge is assessed individually to identify their current stage and specific gaps. The headteacher uses this assessment to plan targeted intervention based on the school's phonics programme. A teaching assistant delivers one-to-one sessions outside the	Phonics approaches have a strong evidence base indicating a positive impact on pupils' reading, particularly for pupils from disadvantaged backgrounds. Targeted phonics interventions can be particularly effective when delivered regularly and matched to pupils' identified gaps in phonics knowledge. Phonics Teaching and Learning Toolkit EEF	1

classroom, with the frequency and duration determined by individual need. Pupils are reassessed at the end of each term, or following completion of a phonics stage, and subsequent intervention is adapted in response to assessment findings.		
Targeted reading comprehension intervention for identified disadvantaged pupils in KS2. Assessment is used to identify pupils requiring additional support with reading comprehension. Following whole-class comprehension teaching, identified pupils receive an additional TA-led session using a new age-appropriate text and questions linked to the comprehension skill most recently taught. Pupils read the text with the TA and discuss a small number of questions in depth, providing additional opportunities to practise, explain and develop their understanding. Pupils are reassessed termly and provision is reviewed in response to their progress.	EEF evidence indicates that reading comprehension strategies can have a positive impact on pupils' attainment and can be particularly effective when pupils are taught to apply strategies to understand and interpret texts. Targeted small-group or one-to-one support provides additional opportunities for guided practice, discussion and feedback for pupils with identified gaps. Reading comprehension strategies Teaching and Learning Toolkit EEF	3

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

Budgeted cost: £2,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individualised social, emotional and wellbeing support. Pupils have access to the school's Rainbow Room, a dedicated space containing sensory resources, toys and books, when they request support or when staff identify that this would be beneficial. Pupils can also access appropriate sensory resources within the classroom where needed. Individual social stories are developed by the headteacher to support pupils following incidents of emotional dysregulation or where specific social difficulties have arisen, and are subsequently shared and discussed with the pupil by a member of staff. Regular and responsive wellbeing check-ins are provided by the headteacher, teachers or teaching assistants according to individual need.	EEF evidence indicates that approaches which support pupils' social and emotional development can have a positive impact on both wellbeing and academic outcomes. Effective approaches seek to develop pupils' ability to understand and manage emotions, establish positive relationships and respond appropriately to challenging situations. Our provision is responsive to individual need and provides pupils with appropriate adult and environmental support to help them regulate their emotions and remain engaged with learning. Social and emotional learning Teaching and Learning Toolkit EEF	4
Financial support to ensure equitable access to educational visits and enrichment opportunities. The school's curriculum is enhanced through a range of enrichment activities and educational visits, from	Educational visits and enrichment activities provide opportunities for pupils to extend learning beyond the classroom and develop wider knowledge and experiences. Providing financial support removes a potential barrier to participation for disadvantaged pupils and ensures that they are able to access the same curriculum enrichment opportunities as their peers.	5

local half-day visits and full-day cultural experiences to residential visits. Although families are invited to make voluntary contributions towards these activities, the school provides financial support for disadvantaged pupils where required. This ensures that financial disadvantage does not prevent pupils from participating fully in curriculum enrichment, educational visits and residential experiences alongside their peers.		
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Total budgeted cost: £10,850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Targeted phonics support had a positive impact during the previous academic year. Assessment showed that some disadvantaged pupils closed identified gaps and made stronger progress than initially anticipated, although phonics knowledge and reading fluency remain areas of need for some pupils. Targeted intervention will therefore continue, with provision adapted in response to regular assessment.
2. Marking and feedback is now consistently embedded across the school. Pupils benefit from high-quality, appropriate written and verbal feedback, both during learning and following completed work. The approach is now established as part of normal classroom practice and, as a result, this intended outcome has been achieved and marking and feedback will not remain a specific priority within the new pupil premium strategy.
3. Vocabulary development has continued to be embedded across the curriculum. Specific vocabulary linked to learning is identified within planning, and teaching assistants reinforce this vocabulary and encourage pupils to use it throughout the school day. This approach is now established as part of regular classroom practice. Vocabulary development will continue as part of the school's wider teaching approach but has not been identified as a separate priority within the new pupil premium strategy.
4. The intended outcome for spelling was partially achieved. Internal assessment data showed a marginal improvement in spelling outcomes for disadvantaged pupils; however, the improvement was not sufficient for spelling to cease to be an identified barrier. Spelling therefore remains a priority within the new pupil premium strategy. In response, the school has introduced a more structured approach to the teaching and practice of spelling. Parents have also been contacted to encourage their support with spelling homework and regular practice at home. In addition, the school's values have been reviewed to include resilience and engagement, which are being promoted with pupils to encourage positive attitudes towards learning and the completion of spelling homework. Progress will continue to be monitored through termly assessment.
5. Reading comprehension outcomes for disadvantaged pupils remained disproportionately low during the previous academic year, although reading attainment more broadly remains an area for continued development across the school. In response, a structured reading comprehension curriculum has been introduced and is now embedded across the school. Early evidence from pupils' work indicates a positive impact: pupils are beginning to provide more detailed responses to comprehension questions and are increasingly able to justify their answers using appropriate reasoning and evidence from the text. While these improvements in pupils' comprehension skills are encouraging, they are not yet sufficiently reflected in summative assessment

outcomes. Reading comprehension will therefore remain a priority within the new pupil premium strategy, with progress monitored through ongoing assessment and termly reading tests.

6. Support for pupils' social and emotional wellbeing has continued to develop during the previous academic year. A range of responsive approaches has been introduced, including access to the Rainbow Room and sensory resources, individual social stories and wellbeing check-ins with trusted adults. School observations indicate that these approaches are having a positive impact. In particular, pupils receiving additional support are demonstrating improved emotional regulation, which is enabling them to access learning more successfully and engage more positively in social situations. Although progress has been evident, some disadvantaged pupils continue to require additional support with their social and emotional development. This will therefore remain a priority within the new pupil premium strategy.

7. Disadvantaged pupils were supported financially to access the full range of educational visits and enrichment opportunities offered by the school. The school subsidised trips for pupil premium pupils to ensure that financial disadvantage did not prevent participation. This included a three-day residential visit to Manchester, incorporating a theatre performance, museum visits and a range of recreational and cultural activities, alongside several smaller day trips and educational visits throughout the year. These experiences supported pupils' curriculum learning while also providing opportunities to broaden their experiences and develop their cultural capital. This approach has been successful in ensuring equitable access to enrichment and will continue within the new pupil premium strategy.

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
Spelling Shed	EdShed

Further information (optional)

As a small school with a small number of disadvantaged pupils, our approach is responsive to the individual needs of pupils and is informed by our detailed knowledge of each child. Alongside the activities funded through pupil premium, disadvantaged pupils benefit from the school's wider provision, including high-quality classroom teaching, regular assessment and feedback, pastoral support and access to the full curriculum and wider school experiences.

The implementation of this strategy will be monitored throughout the year through assessment information, scrutiny of pupils' work, teacher observations, pupil voice and discussions with pupils and families. This will enable provision to be adapted where necessary in response to pupils' progress and changing needs.