

Pupil premium strategy statement – Thurcroft Junior Academy

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	KS2 277 + FS1 11
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	2024-25, 2025-26 & 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Ruth Stone
Pupil premium lead	Ruth Stone
Governor / Trustee lead	Alex Oldfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,405
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£192,405

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive school our intention is that we offer a learning environment where all children can succeed and achieve. We aim to ensure that no child, is left behind socially, emotionally or academically due to disadvantage. We have high aspirations for all our pupils and ensure they are well prepared for the next stages in their education and as citizens, ensuring that we remove barriers to achievement and confidence. Our Pupil Premium will address this via quality first teaching, rigorous tracking and targeted intervention. As well as providing a culturally rich provision that builds on individual's life experiences and offers opportunities for enrichment for all.

Challenges

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

Challenge number	Detail of challenge
1	Early Reading: due to early speech and language difficulties, the acquisition of phonics is a challenge for some of our disadvantaged pupils. Reading Fluency: delays in the acquisition of language and ability to decode fluently, means many disadvantaged pupils struggle to develop their understanding of written texts, which impacts on their inference and deduction skills as well as developing a love for reading.
2	SEND – 27% of the academy population are identified as SEND on the register. 58% of these pupils, are disadvantaged. Speech language and communication need and Social Emotional Mental Health are significant barriers to learning for the children in KS2 with Speech, Language and Communication Needs being the barrier for our youngest children in FS1.
3	Attendance Our attendance data 24/25 indicates that attendance among disadvantaged pupils was 93.8% which is lower than for non-disadvantaged pupils.(95%) 19.4% of disadvantaged pupils have been 'persistently absent' compared to 14.1% of their non-disadvantaged peers during that period. Our assessment indicates that absenteeism is negatively impacting disadvantaged pupils' progress and social and emotional wellbeing.

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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that more than 76% of disadvantaged pupils met the expected standard.
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in pupil's personal resilience particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than their peers.

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: £ 91,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p><u>Improving Social and Emotional Learning in Primary Schools EEF</u></p> <p>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):</p>	<p>2</p> <p>£26,000</p>
<p>Release time for new SENDCo to monitor provision for pupils with SEND.</p>	<p>EEF Improving Literacy in KS2 Recommendations 6 & 7</p> <ul style="list-style-type: none"> • In class support to model to staff strategies to use to meet the needs of pupils with SEND securing Quality First teaching with a focus on adaptive practice. • Structured approach in the delivery of interventions to meet the needs of pupils with SEND, including assessment and evaluation of impact. 	<p>2</p> <p>£40,000</p>
<p>Purchase of additional reading resources.</p>	<p>EEF Improving Literacy in KS2 Recommendations 2 & 3</p> <ul style="list-style-type: none"> • Additional books/resources purchased to match the ACET Phonics Programme. • Promotion of reading for pleasure through additional library and class resources. • Purchase of additional reading resources to develop reading fluency in KS2. • Books purchased to support reading across the curriculum. 	<p>1</p> <p>£25,000</p>

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured interventions to support catch-up and targeted support for individual pupils.</p>	<p>EEF Making Best Use of Teaching Assistants Recommendations 5 & 6</p>	<p>1, 2 & 3</p> <p>£55,000</p>

	<ul style="list-style-type: none"> • Inclusion Manager & SENDCo supporting training and delivery of intervention support. • Clear entry and exit points assessed to evaluate effectiveness and impact. 	
TAs help pupils to develop independent learning skills.	EEF Making Best Use of Teaching Assistants Recommendation 3 <ul style="list-style-type: none"> • In class support and training for TAs to ensure they are supporting teachers to secure quality first teaching and provision in the classroom. 	1,2 & 3 £25,000

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management, wellbeing and developing resilience with the aim of further embedding our school ethos and improving wellbeing across school.	<u>Behaviour interventions Teaching and Learning Toolkit EEF</u> Both targeted interventions and universal approaches can have positive overall effects:	2 & 3 £15,000
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3 £7000

Total budgeted cost: £ 193,000