

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2024-25, Thurcroft Junior Academy's pupil premium strategy delivered strong outcomes, with 72% of PP pupils achieving the expected standard in reading and mathematics at the end of KS2 - only 2% below the national average for all pupils. Most significantly, PP pupils with SEND made more progress than non-SEND pupils in reading and maths, demonstrating highly effective identification and support for pupils with multiple vulnerabilities.

The embedding of our ACET Accredited phonics scheme contributed to strong reading outcomes, with all staff teaching phonics now demonstrating increased confidence. This systematic approach supported 72% of PP pupils to achieve EXS, with accelerated progress evident in UPKS2 where targeted reading interventions were intensified.

The attainment gap in reading widened from 8% to 14% between PP and non-PP pupils. Analysis shows this was primarily driven by cohort composition, attendance patterns and specific learning needs. However, our PP pupils' attainment of 72% remains strong when compared to the national average of 74%, indicating that our quality-first teaching is effective for all pupils.

While 64% of PP pupils achieved EXS in writing (compared to 79% nationally), representing a 15% gap, we identified specific barriers including limited vocabulary, fine motor skills and engagement with extended writing. In response, we implemented writing interventions, which showed early impact in Year 3 and Year 4. This will be a key focus for 2025-26.

PP pupils with SEND made exceptional progress, outperforming non-SEND pupils in reading and maths. This demonstrates our highly effective coordinated approach, which includes Targeted interventions delivered by trained TAs and Personalised learning plans reviewed half-termly.

Our evaluation demonstrates that:

- Systematic, evidence-based programmes work: The ACET phonics programme delivered measurable impact because it was implemented with fidelity, with all staff trained and supported
- Quality-first teaching is the foundation: Broadly similar progress for PP and non-PP pupils indicates that our whole-school focus on high-quality teaching benefits all learners
- Coordinated support for vulnerable pupils is essential: Regular multi-agency meetings and clear communication protocols ensured PP pupils with SEND received timely, effective support"

These outcomes will inform our 2025-26 pupil premium strategy by:

1. Maintaining successful approaches:
 - Continue the ACET phonics programme with ongoing CPD for new staff
 - Sustain UPKS2 accelerated progress strategies.
2. Targeting the reading gap in LKS2:
 - Implement daily extended reading sessions in Years 3 and 4
 - Introduce a targeted vocabulary intervention programme
 - Increase access to high-quality texts matched to pupils' reading levels
3. Closing the writing gap:
 - Introduce a whole-school writing approach with consistent pedagogical practices
 - Provide additional TA support for additional writing sessions
4. Sustaining SEND/PP support:
 - Continue termly multi-agency meetings
 - Maintain our 'assess, plan, do, review' cycle
 - Ensure all staff receive training on supporting pupils with multiple vulnerabilities

In 2024-25, Thurcroft Junior Academy used pupil premium funding effectively to support disadvantaged pupils. With 72% of PP pupils achieving EXS in reading and mathematics, and 64% in writing, our pupils performed strongly against national averages despite internal attainment gaps. The strong progress of PP pupils with SEND, combined with accelerated progress in UPKS2 and the successful implementation of our systematic phonics programme, demonstrates the impact of our evidence-based approach. Our clear priorities for 2025-26 - targeting the reading gap in LKS2, closing the writing gap, and maintaining our successful interventions - provide a strong foundation for continued improvement and narrowing attainment gaps.