

Pupil premium strategy statement 2025-2026

Part of our 3 year strategy (2024-2027)

This statement details our school's use of pupil premium (for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---------------------------------------|
| School name | Thrunscoe Primary and Nursery Academy |
| Number of pupils in school | 296 |
| Proportion (%) of pupil premium eligible pupils | 45.9% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2027 |
| Date this statement was published | October 2025 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Mr S Bate |
| Pupil premium lead | Mr S Bate / Mr M Hallam |
| Governor / Trustee lead | Mr R Beel |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £194003 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £194003 |

Part A: Pupil premium strategy plan

Statement of intent

CONTEXT

Local area

- The Academy location deprivation indicator was in quintile 3 (average) of all schools.
- The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.
- Thrunscoe Primary and Nursery Academy, located in North East Lincolnshire, has a higher percentage of pupils eligible for free school meals compared to the national average, with 45.9% of their pupils falling into this category, as opposed to the national average of 24.3%. The school also has a slightly higher percentage of pupils with an Educational Health Care Plan (EHCP) at 5.8%, compared to the national average of 4%. However, the percentage of pupils who have English as an additional language is significantly lower at 4.4% compared to the national average of 22.8%. North East Lincolnshire, where Thrunscoe Primary and Nursery Academy is located, has a diverse demographic, with a significant percentage of pupils being eligible for free school meals and a lower percentage of pupils with English as an additional language. This suggests that the Academy's demographic closely aligns with the local area.

| School Benchmarking Data: | | | | | | |
|---|---------------|-------------|-------|---|-------------|-------|
| Pupil mobility this academic year to date | | | | Percentage of Pupils with English as an Additional Language (EAL) | | |
| Pupils joined after census date | | <div></div> | 0.00% | You | <div></div> | 4.4% |
| Pupils left before end of year | | | | National | <div></div> | 22.8% |
| Total Mobility | | | | | | |
| Percentage of FSM (Free School Meal) Pupils | | | | Percentage of Ever6 Pupils | | |
| You | | <div></div> | 45.9% | You | <div></div> | 45.9% |
| National | | <div></div> | 24.3% | National | <div></div> | 25.9% |
| Percentage of SEN Support pupils | | | | Percentage of SEN EHCP (Education Health Care Plan) pupils | | |
| You | | <div></div> | 13.6% | You | <div></div> | 5.8% |
| National | | <div></div> | 15.0% | National | <div></div> | 4.0% |
| | Pupil Premium | Ever6 | FSM | SEN EHCP | SEN Other | EAL |
| You | 46.3% | 45.9% | 45.9% | 5.8% | 13.6% | 4.4% |
| Nat Av. | 25.1% | 25.9% | 24.3% | 4.0% | 15.0% | 22.8% |

Current Learner Characteristics by Year Group

| | Total | Boys | Girls | Pupil Premium | FSM (ever 6) | FSM | CLA | SEND (EHCP) | SEND Other | EAL |
|---------|-------|------|-------|---------------|--------------|-----|-----|-------------|------------|-----|
| Nursery | 22 | 10 | 12 | | 4 | 4 | | 1 | | |
| Year R | 27 | 9 | 18 | 10 | 9 | 9 | | 1 | 1 | |
| Year 1 | 29 | 19 | 10 | 13 | 12 | 12 | 1 | 4 | 3 | |
| Year 2 | 40 | 21 | 19 | 19 | 19 | 19 | | 3 | 4 | 2 |
| Year 3 | 41 | 23 | 18 | 23 | 22 | 22 | | 1 | 9 | 1 |
| Year 4 | 52 | 27 | 25 | 29 | 29 | 29 | | 2 | 8 | 3 |
| Year 5 | 38 | 23 | 15 | 23 | 22 | 22 | | 3 | 7 | 2 |
| Year 6 | 45 | 23 | 22 | 19 | 18 | 18 | | 2 | 8 | 5 |
| TOTAL | 294 | 294 | 275 | 136 | 135 | 135 | 1 | 17 | 40 | 13 |

What are our ultimate objectives for your disadvantaged pupils?

To address inequalities between disadvantaged and non-disadvantaged pupils by accelerating progress of disadvantaged pupils in R/W/M/GPS/Phonics/GLD so that the attainment gap between TPNA disadvantaged pupils and their in-house and national non-disadvantaged counterparts is closed and that they exceed their national like for like disadvantaged counterparts.

How does our current pupil premium strategy plan work towards achieving those objectives?

In order to achieve our objectives and overcome identified barriers we will implement our PPG strategy - in conjunction with the 'Academy Development Plan' – by:

- Providing all teachers and teaching assistants with high quality CPD to ensure that pupils access effective quality first teaching;
- Ensuring ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum;
- Providing targeted academic intervention (Maths, Reading, Phonics and C&L)and support to quickly address identified gaps in learning including the use of small group work and 1:8 Academy led tutoring;
- Providing targeted social, emotional and mental health intervention to reduce its negative impact on their learning;
- Providing funding so that all pupils have access to trips, residential and other first-hand experiences that will impact positively on their learning and self-esteem;
- Providing opportunities to participate in enrichment activities including sport, music and the world of work to support self-esteem and support building aspiration

What are the key principles of our strategy plan?

- Removing barriers to learning for disadvantaged pupils so that they are able attain as well as their non-disadvantaged counterparts.
- Removing economic and social barriers that may unduly influence what they aspire to be
- Identify and track our PPG pupils to ensure support is tailored to bring about good academic progress and attainment.

Challenges

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

| Challenge number | Detail of challenge |
|---|--|
| <u>1) SOCIAL, EMOTIONAL AND MENTAL HEALTH & WELL-BEING</u> | <ul style="list-style-type: none"> • High levels of anxiety in pupils, attachment issues / social emotional issues pupils struggling with expectation, self-regulation etc • Pupil self-esteem – having access to the correct uniform / trips etc • Readiness to learn, motivation and resilience may have a detrimental impact on disadvantaged pupils' progress |
| <u>2) ATTENDANCE</u> | <ul style="list-style-type: none"> • TPNA ALL pupils' overall attendance is broadly in line with National ALL pupils (95.1% and 94.8% respectively) for the academic year 2024-2025. This is a 0.9% increase on overall attendance on 2023-2024 and an increase of 1.8% since 2022-2023. • TPNA SEND pupils' overall attendance places us in the TOP 30-40% of schools whereas NON-SEND pupils' attendance places us in the BOTTOM 30-40% of schools nationally. • TPNA FSM pupils' overall attendance places us in the TOP 30-40% of schools. • TPNA SEND with FSM pupils' overall attendance places us in the TOP 30-40% of schools nationally whereas NON-SEND with NON-FSM are in the BOTTOM 30-40% of schools nationally. • Our biggest concern is NO SEND (Bottom 30-40% of pupils of schools nationally) |
| <u>3) GAPS IN READING, WRITING, MATHS, GPS AND PHONICS</u> | <ul style="list-style-type: none"> • Low entry levels into Nursery and Reception particularly C&L, PSE, Reading and Maths • Also impact of lost learning during COVID closures – current Y6 still playing catch up. • % Greater depth in R/W/M/GPS/SC by all and DA pupils is lower than want – 3 year avg. |
| <u>4) WIDER OPPORTUNITIES</u> | <ul style="list-style-type: none"> • Access to wider learning opportunities of disadvantaged pupils that supports pupil knowledge, skills and holistic development which ultimately impacts on disadvantaged child's ability to call upon life experiences thus impacting on reading and writing progress and attainment. • Pupil aspiration impacts on motivation, resilience and thus progress and attainment |
| <u>5) PARENTAL ENGAGEMENT</u> | <ul style="list-style-type: none"> • Parental aspirations in relation to the importance of education and attendance; • Parents' ability to support their child's learning effectively |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024-2027)**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|--|
| <p>1) SOCIAL, EMOTIONAL AND MENTAL HEALTH & WELL-BEING:</p> <p>Further improve the physical and mental well-being of disadvantaged pupils to further support positive learning behaviours, enjoyment, resilience and engagement thus enabling pupils to progress at an accelerated rate and thus close the gap in attainment between DISADVANTAGED AND NON-DISADVANTAGED PUPILS.</p> | <ul style="list-style-type: none"> Attendance of ALL pupil groups improves on previous year's and all groups are at least in line with their national counterparts Persistent absence of ALL pupil groups improves on previous year's and all groups are at least in line with their national counterparts Disadvantaged pupils feel safe and happy within the academy – comparable to non-disadvantaged (Pupil Surveys) Disadvantaged pupils feel they are supported SEMH within the Academy – comparable to non-disadvantaged (Pupil Surveys) Gap for Academy disadvantaged pupils attaining @ ARE or more is closed to academy non- disadvantaged pupils (KAPD – Key Assessment Point Data) Gap for Academy disadvantaged pupils attaining @ ARE or more is closed to national non- disadvantaged pupils (KAPD) Gap for Academy disadvantaged pupils attaining greater depth is closed to national non-disadvantaged pupils (KAPD) Academy disadvantaged pupils attaining @ ARE or more exceeds National disadvantaged pupils @ ARE or more (KAPD) Academy disadvantaged pupils attaining @ greater depth exceeds National disadvantaged pupils @ greater depth (KAPD) |
| <p>2) ATTENDANCE:</p> <p>Improve attendance of disadvantaged pupils in line with national Non-disadvantaged to ensure accelerated progress of PPG pupils can occur</p> | <ul style="list-style-type: none"> Attendance of ALL pupil groups improves on previous year's and all groups are at least in line with their national counterparts Persistent absence of ALL pupil groups improves on previous year's and all groups are at least in line with their national counterparts Disadvantaged pupils enjoy attending the Academy - comparable to non-disadvantaged (Pupil Survey) Gap for Academy disadvantaged pupils attaining @ ARE or more is closed to academy non- disadvantaged pupils (KAPD – Key Assessment Point Data) Gap for Academy disadvantaged pupils attaining @ ARE or more is closed to national non- disadvantaged pupils (KAPD) Gap for Academy disadvantaged pupils attaining greater depth is closed to national non-disadvantaged pupils (KAPD) Academy disadvantaged pupils attaining @ ARE or more exceeds National disadvantaged pupils @ ARE or more (KAPD) Academy disadvantaged pupils attaining @ greater depth exceeds National disadvantaged pupils @ greater depth (KAPD) |

| | |
|--|--|
| <p>3) GAPS IN READING, WRITING, MATHS, GPS AND PHONICS:</p> <p>Accelerate progress of PPG pupils in R/W/M/GPS/Phonics so that the attainment gap between TPNA PPG pupils and their in-house and national non-PPG counterparts is closed and that they exceed their national like for like PPG counterparts;</p> | <ul style="list-style-type: none"> • Gap for Academy disadvantaged pupils attaining @ ARE or more is closed to academy non- disadvantaged pupils (KAPD) • Gap for Academy disadvantaged pupils attaining @ ARE or more is closed to national non- disadvantaged pupils (KAPD) • Gap for Academy disadvantaged pupils attaining greater depth is closed to national non-disadvantaged pupils (KAPD) • Academy disadvantaged pupils attaining @ ARE or more exceeds National disadvantaged pupils @ ARE or more (KAPD) • Academy disadvantaged pupils attaining @ greater depth exceeds National disadvantaged pupils @ greater depth (KAPD) |
| <p>4) WIDER OPPORTUNITIES:</p> <p>To further extend enrichment and wider learning opportunities for PPG pupils to support desire for greater attendance, widen experiences and support accelerated progress and improving attainment in R/W/M/GPS/PHONICS</p> | <ul style="list-style-type: none"> • Attendance of ALL pupil groups improves on previous year's and all groups are at least in line with their national counterparts • Persistent absence of ALL pupil groups improves on previous year's and all groups are at least in line with their national counterparts • Disadvantaged pupils enjoy attending the Academy - comparable to non-disadvantaged (Pupil Surveys) • Disadvantaged pupils are happy that the Academy provide adequate clubs / visits / visitors / residential opportunities (Pupil Surveys) • Parents of disadvantaged pupils are happy that the Academy provide a variety of clubs / visits / residential opportunities that their children can attend (Parent Surveys) • See success criteria for point 3 also. |
| <p>5) PARENTAL ENGAGEMENT:</p> <p>To further extend parental engagement opportunities for disadvantaged pupils to support accelerated progress and improving attainment in R/W/M/GPS/PHONICS</p> | <ul style="list-style-type: none"> • Numbers of parents supporting disadvantaged Y6 pupils with the revision programme is equitable with parents of non-disadvantaged pupils. • Parents of disadvantaged pupils are happy that the Academy provide them with support to help their child with their learning (Parent Surveys) • See success criteria for point 3 also. |

Activity in this academic year 2025-2026

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: £65039

| Activity | Evidence that supports this approach (EEF findings) | Challenge number(s) addressed |
|--|---|----------------------------------|
| <i>CPD – National College Retrieval / cognitive overload / blooms questioning styles/ metacognition</i> | How effective is the approach? The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. | 1,3 |
| <i>Reading Comprehension strategies – whole academy approach development (based on EEF research) and CPD</i> | How effective is the approach? The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts. | 3 |
| <i>Purchase and use of standardised diagnostic assessments and tracking software to strengthen teacher understanding of individual pupil's learning profiles to support targeted teaching/interventions including tutoring and daily TA intervention supports (TESTBASE / SONAR)</i> | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. – EEF research | 1,3 |

| | | |
|---|--|-------------------|
| <p><i>Employ additional staff and deploy staff in order to reduce class sizes, increasing adult support for pupils in phonics, reading, writing and maths – EYFS– to support catch up and to provide additional support to our Well-being mentor with the ever increasing need to support pupil mental health and well-being</i></p> | <p>How effective is the approach? The average impact for reducing class size is around 1 month additional progress over the course of an academic year. This comes with the increased flexibility of organising learners, quantity and quality of feedback focused lower down the Academy where research shows it is at its highest impact Change in teaching approach does accompany a class size reduction then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes.</p> | <p>1,3</p> |
| <p><i>Continue Monster Phonics daily implementation</i></p> | <p>How effective is the approach? The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> | <p>3,5</p> |

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

Budgeted cost: £39496

| Activity | Evidence that supports this approach (EEF findings) | Challenge number(s) addressed |
|--|---|----------------------------------|
| <p>1:6 / 1:8 school led tutoring in reading and maths NTP – SCHOOL LED TUTORING APPROACH – 10 weeks of 6 x groups of 6/8 in Reading and Maths (6 X Y6 pupil GROUPS) per week tutoring</p> | <p>How effective is the approach?</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>Although the rule "the smaller the better" there is some variability in impact within the existing evidence. For example, in reading, small group teaching can sometimes be more effective than either one to one or paired tuition. It may be that in these cases reading practice can be efficiently organised so that all the pupils stay fully engaged as each take their turn, such as in Guided Reading. The variability in findings suggests two things. First, the quality of the teaching in small groups may be as, or more important than, the precise group size (there is evidence of the benefits of staff professional development on pupil outcomes). Second, it is important to evaluate the effectiveness of different arrangements, as the specific subject matter being taught and composition of the groups may influence outcomes.</p> <p>Given the uncertainty and the lower cost, small group tuition may be a sensible approach to trial before considering to one to one tuition.</p> | <p>3</p> |

| | | |
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| <p><i>Small group interventions – RWMP – 5/10 minute box /core subject linked to question level analysis findings of summative assessments.</i></p> | <p>How effective is the approach?</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress.</p> | <p>3</p> |
| <p><i>WELCOMM small group interventions – EYFS (C&L)</i></p> | <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>Most of the studies focus on reading outcomes. The small amount of studies that do study maths and science show small positive effects.</p> <p>Language approaches in these subjects may be used to explicitly practice subject specific vocabulary. The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to- one also have larger impacts.</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by</p> | <p>2, 3</p> |

| | | |
|--|--|----------|
| | professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important | |
| <i>SATs revision aids – extending school day for Y6 (Reading and Maths) – LEARNING BY QUESTIONS</i> | How effective is the approach? The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average. | 1 |

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

Budgeted cost: £89244

| Activity | Evidence that supports this approach (EEF findings) | Challenge number(s) addressed |
|---|---|----------------------------------|
| <i>Fortis Therapy and Compass Go counselling</i> | <p>How effective is the approach?</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. The average impact of successful SEL interventions is an additional four months' progress over the course of a year (EEF Toolkit)</p> | 1,2,3,5 |
| <i>Train ELSAs to work as part of well-being team to provide 1:1 small group and class support to vulnerable pupils</i> | The average impact of successful SEL interventions is an additional four months' progress over the course of a year (EEF Toolkit) | 1,2,3,5 |
| <i>Well-being mentor support</i> | <p>How effective is the approach?</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers</p> | 1,2,3,5 |

| | | |
|--|--|------------------|
| | are committed to the approach appear to be important. | |
| <i>Behaviour strategy – house teams / rewards / restorative approach / emotion coaching / house points / in house competition</i> | <p>How effective is the approach?</p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.</p> <p>Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.</p> | 1,2,3,4,5 |
| <i>Attendance strategy – employ AWO to be split between 3 x ALLIANCE SCHOOLS / attendance officer / incentivisation for parents along with pupils SAP / LAP / attendance reviews / newsletters / phone calls at day 1 etc</i> | <p>How effective is the approach?</p> <p>Higher overall absence leads to lower attainment at KS2 and KS4 The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons <p>See pages 12 and 15 to 16.</p> <p>There's a clear link between poor attendance and lower academic achievement</p> <p>DfE research (2012) on improving attendance at school found that:</p> <ul style="list-style-type: none"> • Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English • 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C <p>Pupils with persistent absence are less likely</p> | 1,2,3,4,5 |

| | | |
|--|---|----------------|
| | <p>to stay in education</p> <p>Advice from the National Strategies (hosted on the National Archives) says that:</p> <ul style="list-style-type: none"> • The links between attendance and achievement are strong • Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years | |
| Pastoral tracker (CPOMS) | Plays a vital role in allowing us to monitor and address barriers which arise on a daily basis | 1,2 |
| Sweatshirts | To build self-esteem, improve attendance and ensure no child is disadvantaged due to financial constraints – see research regarding attendance | 1 |
| Wider opportunities – residential subsidies / music tuition / club subsidies / enterprise / working with business | To build self-esteem, improve attendance and ensure no child is disadvantaged due to financial constraints – see research regarding attendance | 1,2,4 |
| Parental engagement opportunities – revision support programme in Y6 / workshops reading / phonics / maths throughout the academy | <p>How effective is the approach?</p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. The evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive. There are examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation. There is some evidence that supporting parents with their first child will have benefits for siblings. Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term. The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost</p> | 1,2,3,5 |

Total budgeted cost 2025-2026:
£ 194049

Part B: Review of outcomes in the previous academic year 2024-2025

Pupil premium strategy outcomes

Year 1 of 3 year strategy (2024-2027)

IMPACT ATTAINMENT AND PROGRESS

Impact (Attainment and Progress) – EYFS 2024

- National GLD ALL PUPILS for 2025 was **68%**
- Thrunscoe GLD ALL PUPILS for 2025 was **69%**. This is significant progress considering the depressed entry levels of a significant number of our pupils and Spring term imports within the year
- National GLD DISADVANTAGED PUPILS for 2025 was **52%**
- Thrunscoe GLD DISADVANTAGED PUPILS for 2025 was **67%**. This is above national disadvantaged counterparts. This is an increase of 13% over the 3 year period for TPNA GLD DISADVANTAGED PUPILS.
- When comparing GLD DISADVANTAGED over the 3 year period of this strategy TPNA disadvantaged pupils achieving GLD stands at **59%** compared to National counterparts at **52%**.
- When comparing GLD DISADVANTAGED over the 3 year period of this strategy the gap between National DISADVANTAGED compared to National NON-DISADVANTAGED is on average **19%** whereas TPNA GLD DISADVANTAGED compared to National NON-DISADVANTAGED is **15%**. The gap is closing.

Impact (Attainment and Progress) - KS1 Phonics 2025

- By end of Year 1 2024: **79%** of Thrunscoe ALL PUPILS achieved the expected standard which is broadly in line with National; the National average was **80%**. The consistent implementation of MONSTER PHONICS across the academy continues to accelerate progress from depressed EYFS entry points.
- By the end of Year 1 2024: **57%** of Thrunscoe DISADVANTAGED pupils achieved the expected standard; National average DISADVANTAGED was **67%**. This deficit was impacted on greatly due to 3 pupils with EHCP, 2 pupils who were PERSISTENT ABSENTEES and 1 pupil who joined the Academy as a refugee with no spoken English. This in-year deficit figure is not the norm at Thrunscoe; as illustrated by our 3 year average.
- Over a 3 year average Y1 TPNA DISADVANTAGED pupils outperform their National DISADVANTAGED counterparts by **8%** (**75%** and **67%** respectively)
- Over a 3 year average Y1 TPNA DISADVANTAGED pupils have closed the gap to their National NON-DISADVANTAGED counterparts to **8%**. The gap between National DISADVANTAGED and NON-DISADVANTAGED is **16%**

Impact (Attainment and Progress) - KS1 R/W/M 2025

(2023 National comparator used due to end of statutory KS1 submissions to DFE at end of 2023.)

| Subject | 2025 % of KS1 pupils @ 'Thrunscoe' achieving Expected standard and better / Higher in brackets | 2023 % of KS1 pupils 'Nationally' achieving Expected standard nationally / Higher in brackets |
|-------------|--|---|
| Reading | 62% (27%) | 68% (19%) |
| Writing | 70% (8%) | 60% (8%) |
| Mathematics | 78% (24%) | 70% (16%) |

KS1 3 year averages:

- Results in the table below show that 3 year averages Thrunscoe disadvantaged pupils at ARE or more outperform their national counterparts in all areas by the end of KS2, as do ALL Thrunscoe pupils compared to ALL pupils NATIONALLY. As do Non-disadvantaged Thrunscoe pupils compared to Non-disadvantaged pupils
- 3 year averages also show that Thrunscoe DISADVANTAGED pupils have progressed rapidly and have closed the gap to NATIONAL NON-DISADVANTAGED pupils in all areas at a greater level of success when comparing the gap between National disadvantaged and their National Non-disadvantaged counterparts.

| Subject | ALL PUPILS – 3 year avg | | DISADVANTAGED PUPILS – 3 year avg | | NON-DISADVANTAGED PUPILS – 3 year avg | |
|--------------|---|--|---|--|---|--|
| | % of KS1 ALL pupils @ 'Thrunscoe' achieving expected standard and better (2025) | % of KS1 ALL pupils @ 'NATIONALLY' achieving expected standard and better (2025) | % of KS1 DIS pupils @ 'Thrunscoe' achieving expected standard and better (2025) | % of KS1 DIS pupils @ 'NATIONALLY' achieving expected standard and better (2025) | % of KS1 NON-DIS pupils @ 'Thrunscoe' achieving expected standard and better (2025) | % of KS1 NON-DIS pupils @ 'NATIONALLY' achieving expected standard and better (2025) |
| RWM combined | 61% | 58% | 53% | 42% | 67% | 63% |
| Reading | 72% | 70% | 70% | 56% | 74% | 74% |
| Writing | 67% | 62% | 57% | 47% | 75% | 67% |
| Mathematics | 81% | 71% | 79% | 57% | 83% | 76% |

Impact (Attainment and Progress) – Y4 MTC 2025

- Thrunscoe ALL pupils achieved an average score of **22 out of 25** in 2025; this is a rise of **2.5** marks average per pupil compared to what pupils scored in 2023. The national average in 2025 was **21.1 out of 25**
- Thrunscoe DISADVANTAGED PUPILS performed below their Academy NON-DISADVANTAGED PUPILS counterparts (**20.4 / 23** respectively).
- Thrunscoe DISADVANTAGED PUPILS outperformed their NATIONAL DISADVANTAGED PUPIL counterparts (**20.4 / 19.4** respectively).
- Thrunscoe DISADVANTAGED PUPILS performed below their NATIONAL NON-DISADVANTAGED PUPIL counterparts (**20.4 / 21.7** respectively).
- **45%** of Thrunscoe ALL pupils scored a perfect score of **25 out of 25** in 2025; the national average in 2025 was **38%**.
- **32%** of Thrunscoe DISADVANTAGED PUPILS scored a perfect score of **25 out of 25**.

Impact of TTR and inter class competition.

Impact (Attainment and Progress) – KS2 R/W/M/GPS 2025

- In 2025, TPNA ALL Pupils achieving @ age related or more outcomes outperformed or matched their national counterparts in all assessment areas.
- In 2025, TPNA ALL Pupils achieving @ higher score or greater depth performed broadly in line with national averages in all assessment areas. This is a significant improvement on 2024.
- In 2025, TPNA DISADVANTAGED Pupils achieving @ age related outcomes outperformed or matched their national counterparts in all assessment areas.
- In 2025, TPNA DISADVANTAGED Pupils achieving @ higher score or greater depth performed broadly in line with national averages in all assessment areas. This is a significant improvement on 2023 and 2024.

ALL PUPILS:

| Subject | % of ALL KS2 pupils @ 'Thrunscoe' achieving expected standard and better (2025) – Higher score / GD in brackets | % of ALL KS2 pupils 'Nationally' achieving expected standard and better (2025) – Higher score / GD in brackets | TPNA Average Scale Score (National 2025 in brackets) | Progress Score (2025) |
|---------------------------------|---|--|--|-----------------------|
| RWM combined | 76% (11%) | 62% (8%) | | |
| Reading | 79% (29%) | 75% (33%) | 105 (106) | |
| Writing | 79% (13%) | 72% (13%) | | |
| Mathematics | 84% (24%) | 74% (26%) | 106 (105) | |
| Grammar, Punctuation & Spelling | 76% (32%) | 73% (30%) | 105 (105) | |
| Science | 84% | 82% | | |

DISADVANTAGED PUPILS:

| Subject | % of DA KS2 pupils @ 'Thrunscoe' achieving expected standard and better (2025) – Higher score / GD in brackets | % of DA KS2 pupils 'Nationally' achieving expected standard and better (2025) – Higher score / GD in brackets | TPNA Average Scale Score like for like (National 2025 in brackets) | Progress Score (2025) |
|---------------------------------|--|---|--|-----------------------|
| RWM combined | 64% (0%) | 48% (4%) | | |
| Reading | 71% (21%) | 63% (21%) | 101 (103) | |
| Writing | 64% (0%) | 60% (7%) | | |
| Mathematics | 71% (14%) | 61% (15%) | 104 (102) | |
| Grammar, Punctuation & Spelling | 67% (20%) | 60% (17%) | 101 (103) | |

KS2 3 year averages:

- 3 year averages show that Thrunscoe ALL PUPILS at ARE or above, are above or broadly in line with their national counterparts in all areas by the end of KS2. These average figures have been negatively impacted on by the cohort of 2023 and the impact of imports and exports within that final year.
- 3 year averages show that Thrunscoe ALL PUPILS at Higher score / Greater Depth broadly in line or slightly below with their national counterparts in all areas by the end of KS2. These average figures have been negatively impacted by the cohort of 2023 and the impact of imports and exports within that final year.
- 3 year averages show that Thrunscoe DISADVANTAGED PUPILS at ARE or above, are broadly in line or slightly above with their national counterparts in all areas by the end of KS2. These average figures have been negatively impacted on by the cohort of 2023 and the impact of imports and exports within that final year.
- 3 year averages show that Thrunscoe disadvantaged pupils at Higher score / Greater Depth are broadly in line or slightly below with their national counterparts in all areas by the end of KS2. These average figures have been negatively impacted by the cohort of 2023 and the impact of imports and exports within that final year.

| Subject | ALL PUPILS – 3 year avg | | DISADVANTAGED PUPILS – 3 year avg | | NON-DISADVANTAGED PUPILS – 3 year avg | |
|--------------|---|--|--|--|--|--|
| | % of KS2 ALL pupils @ 'Thrunscoe' achieving expected standard and better (2025) | % of KS2 ALL pupils @ 'NATIONALLY' achieving expected standard and better (2025) | % of DA KS2 pupils @ 'Thrunscoe' achieving expected standard and better (2025) – Higher score / GD in brackets | % of DA KS2 pupils @ 'Thrunscoe' achieving expected standard and better (2025) – Higher score / GD in brackets | % of non-DA KS2 pupils @ 'Thrunscoe' achieving expected standard and better (2025) – Higher score / GD in brackets | % of non-DA KS2 pupils @ 'Thrunscoe' achieving expected standard and better (2025) – Higher score / GD in brackets |
| RWM combined | 66% (5%) | 61% (8%) | 50% (2%) | 46% (3%) | 77% (7%) | 67% (10%) |
| Reading | 73% (20%) | 74% (30%) | 62% (14%) | 62% (19%) | 81% (24%) | 79% (35%) |
| Writing | 77% (11%) | 72% (13%) | 59% (4%) | 59% (7%) | 92% (17%) | 78% (16%) |
| Mathematics | 75% (19%) | 73% (25%) | 62% (8%) | 60% (14%) | 85% (27%) | 79% (29%) |
| GPS | 79% (35%) | 72% (31%) | 66% (24%) | 59%(19%) | 88% (44%) | 78% (35%) |
| Science | 81% | 81% | 67% | 69% | 89% | 86% |

WIDER IMPACT:

Parent survey- OFSTED PARENT VIEW January 2025:

A wholly positive response from 68 parents / carers:

- **91%** of parents say their child is happy at the Academy
- **91%** of parents say their child is safe at the Academy
- **93%** of parents say that Academy makes sure pupils are well-behaved at the Academy.
- **91%** of parents say their child achieve well at the Academy
- **93%** of parents say they would recommend the Academy.

Pupil survey Summer 2025:

- Disadvantaged pupils replied broadly in line with Non-disadvantaged pupils:
Enjoy being at the Academy (**93%** / **92%** respectively)
Access extra-curricular opportunities (**85%** / **87%** respectively)

Pupil attendance 2024-2025:

- TPNA ALL pupils' overall attendance is broadly in line with National ALL pupils (**95.1%** and 94.8% respectively) for the academic year 2024-2025. This is a **0.9%** increase on overall attendance on 2023-2024 and an increase of **1.8%** since 2022-2023.
- TPNA SEND pupils' overall attendance places us in the **TOP 30-40%** of schools whereas NON-SEND pupils' attendance places us in the **BOTTOM 30-40%** of schools nationally.
- TPNA FSM pupils' overall attendance places us in the **TOP 30-40%** of schools.
- TPNA SEND with FSM pupils' overall attendance places us in the **TOP 30-40%** of schools nationally whereas NON-SEND with NON-FSM are in the **BOTTOM 30-40%** of schools nationally.
- TPNA ALL pupils' persistent absence is above National ALL pupils (**11.6%** and 12.6% respectively) for the academic year 2024-2025. This is, however, an **8.3% reduction** on 2021-2022 when our new attendance strategy was implemented.
- Our biggest concern is attendance of NON SEND who are also NON FSM (**BOTTOM 30-40%** of pupils of schools nationally)
UN-AUTHORISED HOLIDAYS impacts greatly.

Additional successes:

- We have achieved the GOLD SPORTS MARK for a third successive year.
- Arts award GOLD AWARD;
- Fortis GOLD PARTNER.
- OFSTED- Good in all areas Jan 2025 (FULLY GRADED INSPECTION)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------------------|---|
| NESSY | https://www.nessy.com/en-gb |
| TT ROCKSTARS | https://trockstars.com |
| SPELLING SHED | https://www.spellingshed.com/en-us |
| JIGSAW | https://www.jigsawpshe.com |
| LEARNING BY QUESTIONS | https://www.lbq.org |
| SPAG.COM | https://www.spag.com |

Further information (optional)