

Thakeham Primary School Pupil premium strategy statement 2023-2026 (2025-26 update)

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Thakeham Primary
Number of pupils in school	10
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 to 2025-26
Date this statement was published	Original: 10/2023 Update for this year: 1/2026
Date on which it will be reviewed	This is the final year of the plan. A full review will be published at the start of the 2026-27 academic year ahead of creation of a new 3-year programme to run through to 2030.
Statement authorised by	Will McDonald (Headteacher)
Pupil premium lead	Will McDonald (Headteacher)
Governor lead(s)	Marilyn Osbourne: DA Lead Alan Hunt: Chair of Resources and Finance Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Amount given: £16,265 Amount needed: £16,338 Additional £73 to be taken from other cost centres.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£16,265

Part A: Pupil premium strategy plan

Statement of intent

At Thakeham Primary School, as part of our 'Even Better' 2023-28 school strategic vision, we are aiming for excellence in all areas. This aspiration is even more vital for disadvantaged pupils and one that all stakeholders are committed to. Many disadvantaged pupils have a number of challenges to overcome to ensure that they have an equitable chance to succeed. It is our aim to ensure we provide exemplary support to reduce or remove these challenges so all pupils can achieve their dreams.

Challenges

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

Challenge number	Detail of challenge
1	A high proportion of DA pupils have a dual need, primarily SEND or SEMH. This impacts their ability to access support in the way their peers do.
2	A high proportion of pupils have also requested or been given pastoral support due to related SEMH needs.
3	Whilst still in line with the DfE target, attendance (specifically absence) of DA pupils is below that of their peers within the school. Persistent absence, whilst much better than National averages, is much more prevalent amongst our DA pupils than their peers. 30% of DA pupils are flagged as a PA risk.
4	Linked to challenge 1 and the particular focus on literacy, a high proportion of DA pupils' language is underdeveloped. This is particularly around receptive language and SEMH needs.
5	Our DA families are less likely to be able to afford or contribute towards any wider curriculum related costs, such as enrichment activities, trips or cultural events. This risks limiting these students' access to cultural capital.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in July 2026**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Linked to challenge 1: DA pupils identified as having a dual need (PP and SEND) will make the same academic progress as their peers and meet their assigned end of year assessment targets.	<ul style="list-style-type: none">Targeted early intervention using the TARGET model (as defined by the EEF – Education Endowment Fund) will support those pupils who are DA and on the SEND register. Gaps will be closed quickly and pupils then supported to use the acquired skills to access the curriculum learning in the classroom.By employing and training an ELSA (Emotional Literacy Support Assistant) we are able to support DA families with some of the pastoral issues that arise that act as blockers and barriers to progress, such as anxiety. Attainment tracking, pupil voice, teacher voice and parent voice will evidence that pupils are able to access the curriculum and make academic progress despite coping with related SEMH needs, such as anxiety or low mood.Through the employment of an early intervention teacher, identified DA pupils will be given support via a simple Numbers Count programme and Writing Conferences. This support will result in improved academic progress as the 1:1, targeted teaching helps to narrow knowledge gaps such that they can

	independently apply related skills in the main classroom.
<p>Linked to challenge 2: DA pupils will be able to access the curriculum and progress regardless of whether they have a dual need or not.</p>	<ul style="list-style-type: none"> Targeted early intervention using the TARGET model (as defined by the EEF – Education Endowment Fund) will support those pupils who are DA and on the SEND register. Gaps will be closed quickly and pupils then supported to use the acquired skills to access the curriculum learning in the classroom. By employing and training an ELSA (Emotional Literacy Support Assistant) we are able to support DA families with some of the pastoral issues that arise that act as blockers and barriers to progress, such as anxiety. Attainment tracking, pupil voice, teacher voice and parent voice will evidence that pupils are able to access the curriculum and make academic progress despite coping with related SEMH needs, such as anxiety or low mood.
<p>Linked to challenge 3: Attendance of DA pupils is in line or better than their peers Nationally.</p>	<ul style="list-style-type: none"> By employing and training an ELSA (Emotional Literacy Support Assistant) we are able to support DA families with some of the pastoral issues that arise that act as blockers and barriers to attendance. Thus, we will see an increase in attendance. Furthermore, therapy work with an ELSA should enable us to better unpick the SEMH needs around persistent absence (e.g: such as with EBSA) resulting in PA also reducing.
<p>Linked to challenge 4: Receptive and expressive language skills will either be in line with peers or progressing towards this aim for DA pupils in EYFS and KS1.</p> <p>Phonics attainment will be either in line with or better than the National for our DA pupils.</p> <p>KS1 reading and writing attainment will be in line with or better than the National for our DA pupils.</p>	<ul style="list-style-type: none"> Speechlink assessments indicate improved standard scores for expressive and receptive language skills among disadvantaged pupils. Language Link intervention assessments indicate improved standard scores for expressive and receptive language skills among disadvantaged pupils. Pupils evidence better use of vocabulary within lessons. This is evidenced through learning walks, observations and book looks. Through investment in phonics training and resourcing, pupil's confidence and assessments for phonics will demonstrate improved and sustained attainment progress over time – particularly for DA pupils in EYFS and KS1. This will then feed into improved attainment in reading and writing.
<p>Linked to challenge 5: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils, through access to therapeutic and prosocial experiences.</p>	<ul style="list-style-type: none"> Pupil voice demonstrates the positive impact of clubs, educational/residential visits and provision of uniform. End of KS2 swimming outcomes are in line with national expectations. Pupil voice demonstrates the positive impact of social and emotional support and access to prosocial experiences.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Renewal of a subscription to ReadWriteInc training portal. This will provide staff CPD to ensure consistent and effective teaching and assessment of the Read, Write Inc. phonics programme. (Read, Write Inc. is a DfE validated Systematic Synthetic Phonics programme.)	Phonics is an important element in the development of early reading skills. There is extensive evidence to support the importance of pupils being taught phonics explicitly and systematically using a recognised scheme. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,4 £300
CPD release for curriculum leaders to allow them opportunity to be given leadership programme support to allow for quality first teaching.	The most effective way of improving outcomes for DA students continues to be to expose them to high quality lessons in front of high-quality teachers. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-qualityteaching By budgeting for release time for curriculum leaders and providing them with a structured leadership programme, they will become specialists in their individual curriculum areas able to support the teaching staff and improve outcomes for DA pupils.	1, 2, 3, 4 £9000

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

Budgeted cost: £5168

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group Intervention support for oral language skills (receptive language skills), dyslexia support and EHCP/SEND target work with DA pupils who are dual need.	1:1 tuition targeted at pupils' specific needs is an effective method for supporting pupils and accelerating progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition The EEF reports how, 'the average impact of oral language interventions is approximately an additional six months' progress over the course of a year.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions The EEF reports that Phonics has a positive impact overall (+5 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Reading comprehension strategies are high impact on average (+6 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2,4 £2128

	<p>The EEF notes how ‘mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	
1:1 Intervention support for number in maths (focusing on place value)	<p>Tuition targeted at pupils’ specific needs is an effective method for supporting pupils in small groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>The EEF reports that Phonics has a positive impact overall (+5 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>The EEF has identified how through modelling and supported practice, pupils’ writing can be improved. The EEF recommends schools explicitly teach a number of strategies including, drafting, editing and revising writing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Tuition targeted at pupils’ specific needs is an effective method for supporting pupils in small groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,4</p> <p>£3040</p>

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

Budgeted cost: £1870

Activity	Evidence that supports this approach	Challenge number(s) addressed
All disadvantaged pupils are given access to subsidised after school clubs.	<p>The EEF identifies how, ‘Physical activity has important benefits in terms of health, wellbeing and physical development.’ It also notes how physical activity has a positive impact on academic attainment.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Research based evidence identifies that participation in activities linked to the arts can have a positive impact on pupil wellbeing and academic progress.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>The DfE document, Mental Health and Behaviour in Schools (2018), identifies how access to a range of sporting and leisure activities as protective factors in supporting pupils’ mental health and wellbeing,</p>	<p>1,2,4,5</p> <p>£500</p>

	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental health and behaviour in schools .pdf	
All KS2 pupils have access to swimming sessions.	Swimming and water safety continues to be a statutory element of the National Curriculum for Physical Education in England. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY national curriculum - Physical education.pdf Physical activity EEF (educationendowmentfoundation.org.uk)	1,2,4,5 £400
All disadvantaged pupils are given access to subsidised educational visits/residential visits	The Learning Away project concluded that residential learning experiences 'provide opportunities, benefits and impacts that cannot be achieved in any other context or setting'. https://www.schooltravelorganiser.com/features/evidence-revealed-on-the-impact-of-residential-trips/7385.article 'When students are asked to put into practice "in the real world" what they have theorized about from behind a desk, the result is a student-centric learning experience that enhances learning and fosters personal and social development.' (Larsen, Walsh, Almond, & Myers, 2017) https://cft.vanderbilt.edu/guides-sub-pages/teaching-outside-the-classroom/	1,2,4,5 £800
All disadvantaged pupils have access to the correct school uniform and PE kit.	In a study of 1,318 teachers, parents and pupils on their attitudes to school uniforms, 9 out of 10 people felt it reduced incidents of bullying. https://www.trutexbtru2u.co.uk/research-shows-wearing-school-uniform-helps-reduce-bullying/	5 £200
All disadvantaged pupils have access to funded milk each day.	Whole milk is a good source of calcium, which helps children build bones and keep teeth healthy. NHS, 2022 https://www.nhs.uk/live-well/eat-well/food-types/milk-and-dairy-nutrition/	5 £220

Total budgeted cost: £16,338

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the academic year 2022-2023.

Review of Outcomes 1- 5 from the Pupil Premium Strategy 2023-24

Overarching DA outcomes for 2023-24:

EYFS: 100% achieved expected progress and the GLD.

Key Stage 1: no DA pupils (no pupils in this phase who are receipt of PP funding).

Phonics: no DA pupils (no pupils in this phase who are receipt of PP funding).

Key Stage 2 Year 3 to 5: 38% achieved EXS or higher in RWM. In Year 5, the combined was 25% (all DA pupils in Year 5 are at least dual-need with some having multiple additional needs).

Key Stage 2 Year 6: 100% achieved EXS in RWNSp. This is better than the national average of 45%.

Attendance DA overall: 96% (National: 89.4%): school is better than the National Average.

Persistent absence: 0 pupils qualify as PA (National: 33%): school is better than the National Average.

Review of Outcomes 1- 5 from the Pupil Premium Strategy 2024-25

Overarching DA outcomes for 2024-25:

EYFS: no DA pupils for this academic year in YR.

Key Stage 1:

- Maths: 100% achieved EXS+ (this is in line with GLD results)
- Reading: 50% EXS+
- Writing: 50% EXS+

Phonics: no DA pupils (no pupils in this phase who are receipt of PP funding).

Key Stage 2 Year 3 to 5:

- 50% achieved EXS or higher in RWM which is an increase of 12% compared to last academic year.

Key Stage 2 Year 6:

- Reading: 75% achieved EXS+
- Writing: 50% EXS+
- Maths: 50% EXS+
- Results for Year 6 for this academic year are a reduction compared to the previous year. However, [1] this cohort was smaller so each pupil was worth more; [2] all of the pupils were dual need; and [3] two pupils were mid-phase starters to did not experience a whole schooling with Thakeham.

100% achieved EXS in RWNSp. This is better than the national average of 45%.

Attendance DA overall: 95% (National: 94%): school is better than the National Average.

Persistent absence: 0 pupils qualify as PA: school is better than the National Average.

Overview of progress against the over-arching targets set in 2023 (RAGd: red not on track to meet/amber on track to meet/ green already met)

Intended outcome	Success criteria
<p>Linked to challenge 1: DA pupils identified as having a dual need (PP and SEND) will make the same academic progress as their peers and meet their assigned end of year assessment targets.</p>	<ul style="list-style-type: none"> Targeted early intervention using the TARGET model (as defined by the EEF – Education Endowment Fund) will support those pupils who are DA and on the SEND register. Gaps will be closed quickly and pupils then supported to use the acquired skills to access the curriculum learning in the classroom. By employing and training an ELSA (Emotional Literacy Support Assistant) we are able to support DA families with some of the pastoral issues that arise that act as blockers and barriers to progress, such as anxiety. Attainment tracking, pupil voice, teacher voice and parent voice will evidence that pupils are able to access the curriculum and make academic progress despite coping with related SEMH needs, such as anxiety or low mood. Through the employment of an early intervention teacher, identified DA pupils will be given support via a simple Numbers Count programme and Writing Conferences. This support will result in improved academic progress as the 1:1, targeted teaching helps to narrow knowledge gaps such that they can independently apply related skills in the main classroom.
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<p>Linked to challenge 4: Receptive and expressive language skills will either be in line with peers or progressing towards this aim for DA pupils in EYFS and KS1.</p> <p>Phonics attainment will be either in line with or better than the National for our DA pupils.</p> <p>KS1 reading and writing attainment will be in line with or better than the National for our DA pupils.</p>	<ul style="list-style-type: none"> • Speechlink assessments indicate improved standard scores for expressive and receptive language skills among disadvantaged pupils. • Language Link intervention assessments indicate improved standard scores for expressive and receptive language skills among disadvantaged pupils. • Pupils evidence better use of vocabulary within lessons. This is evidenced through learning walks, observations and book looks. • Through investment in phonics training and resourcing, pupil's confidence and assessments for phonics will demonstrate improved and sustained attainment progress over time – particularly for DA pupils in EYFS and KS1. This will then feed into improved attainment in reading and writing.
<p>Linked to challenge 5: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils, through access to therapeutic and prosocial experiences.</p>	<ul style="list-style-type: none"> • Pupil voice demonstrates the positive impact of clubs, educational/residential visits and provision of uniform. • End of KS2 swimming outcomes are in line with national expectations. • Pupil voice demonstrates the positive impact of social and emotional support and access to prosocial experiences.