

Pupil premium strategy statement

Thriplow Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	104
Proportion (%) of pupil premium eligible pupils	12.5%
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)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lucy How (Headteacher)
Pupil premium lead	Lucy How
Governor / Trustee lead	Elizabeth Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £20,045.
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>	£ £20,045.

Part A: Pupil premium strategy plan

Statement of intent

Thriplow C of E Primary School is committed to providing the best possible education for all pupils through a knowledge rich curriculum that is accessible for all. Our intention is that all pupils, regardless of background make good progress across all subject areas. We want to see all pupils at Thriplow flourish and reach their full potential.

We recognise that for Pupil Premium children, there are barriers to learning and that those children may face additional challenges, putting them at a disadvantage. We aim to accelerate their progress to be in line with their peers.

Common barriers include the issue of having less support at home, weak language and communication skills, lack of confidence, behavioural difficulties and attendance/punctuality issues.

Within this pupil premium strategy we will identify key challenges for our disadvantaged pupils and outline strategies we will be using to meet our overall aim to:

- Remove barriers to learning created by poverty, family circumstance and background.
- For all Pupil Premium children to meet or exceed age-related expectations in attainment.
- To support our children's health and well-being to enable them to access learning at an appropriate level.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils that belong to vulnerable groups, which includes ensuring the needs of pupil premium children are met.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Acting early to intervene when issues, both academically and socially are identified.
- Providing high-quality professional development to staff to support all children, regardless of background.

We aim to achieve this objectives by:

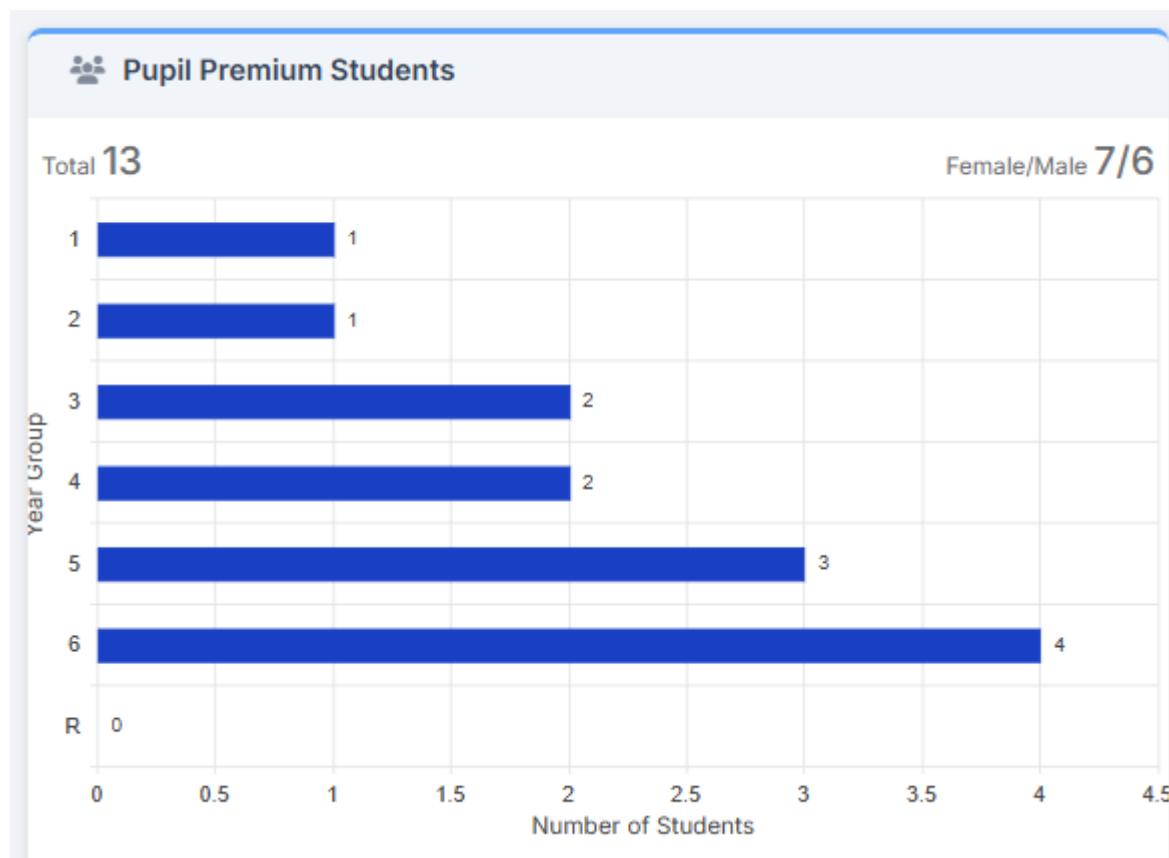
- Ensuring that quality-first teaching is taking place in all classrooms thus ensuring that all children receive a high quality education.
- Putting in place additional learning support to those children who are at risk of not meeting ARE.
- Providing small-group support, both academic and social, to support those who are disadvantaged and needing further support in these areas.
- Working with families to identify barriers to attendance and punctuality to ensure learning is not missed unnecessarily.

DEMAT Education Principles drive our Pupil Premium strategy:

- All DEMAT children are entitled to a rich, highly specified curriculum where knowledge is valued, well-sequenced and taught to be remembered. It is not left to chance.
- The curriculum is the progression model which underpins our approach to assessment and prioritises the formative aspect of this at the point of learning for ALL children.
- Where necessary, through robust and rigorous assessment processes, we make intentional decisions to adapt and make reasonable adjustments ensuring that ALL DEMAT pupils receive their entitlement because their identified needs are addressed.
- The curriculum provides the platform for opportunities to ensure that powerful knowledge develops understanding and takes children beyond their otherwise lived experiences, allowing them to think better, and opening up life choices.
- Our research-informed pedagogy ensures that what is taught is designed to help pupils to remember the long term, the content they have been taught and to integrate new knowledge into larger concepts.
- In DEMAT schools, everyone is responsible for the culture of ambitious aspirations and high expectations for all pupils recognising that each child is unique, complex and valued.
- We intentionally foster strong relationships and proactive communication with families and professionals so there is a shared understanding of the evidence-informed inclusive practice.
- Rigorous, systematic teaching of reading is paramount and includes mastery of the phonic code, fluency (automaticity, accuracy and prosody) and comprehension. This means that anyone involved in reading instruction must be inducted with the required subject and pedagogical knowledge.

- In all subjects, strong teacher subject knowledge is crucial; we must ensure that teachers are equipped with, and effectively use, the knowledge required to ensure coherence and avoid misconceptions.
- Maximising pupil outcomes in all year groups is imperative to ensure that children have the foundations to build successful futures and to be inducted into the educated community.
- The behaviour curriculum is codified and taught explicitly, with consistent expectations, to ensure that all children receive their entitlement to the education they deserve.
- We hold the highest expectations for all our pupils in their academic outcomes, their personal conduct, and their contribution as members of the communities to which they belong in order that they may flourish now and in the future.

Our Context



Thriplow Primary School is a primary school in a rural village location that has 4 classes, 3 of which are of mixed year groups. The IDSR indicates that the school is Below Average in numbers of Pupil Premium children.

Challenges

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

Challenge number	Detail of challenge
1	Supporting children who belong to multiple disadvantaged groups e.g. Pupil Premium and SEND.
2	Attendance and Punctuality issues. 2024-25: Attendance was 0.8% lower for PP children 2023-2024: Attendance was 1% lower for PP children
3	Lower levels of self-esteem and resilience.
4	Helping parents to feel equipped to support their children and engage in their children's learning.
5	Narrowing the attainment gap between Pupil Premium children and non- Pupil Premium children.

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
To ensure all children, regardless of background, make accelerated progress ensuring their attainment is equal to or greater than their non-Pupil Premium Peers. To have a particular focus on those children who belong to multiple vulnerable groups.	The attainment gap between Pupil Premium pupils and their peers is narrowed in all year groups. The gaps in learning for Pupil Premium pupils Are identified and addressed. All staff know who their Pupil Premium children are and have an awareness of their individual needs.
To further narrow the attendance gap between Pupil Premium children and non-Pupil Premium children. For all families to aim for their children to attend school 100% of the time.	Target as identified by the DfE – 97.2%
To ensure that groups of children who display low self-esteem and resilience are supported.	Children are identified and provision is put in place either as part of whole-class provision or small group/individual as appropriate.
To continue to support families and pupils to engage fully with school through individual targeted support and more general support such as phonics workshops. To support parents to overcome barriers (e.g. childcare) to attend crucial meetings throughout the year,	Families feel supported ensuring children are ready for learning and achieve their full potential with support from families. All parents to attend parent consultations in September and February and any other meetings facilitated by class

	teachers/headteacher throughout the year meaning they are fully informed on their child's learning.
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers to have access to high-quality CPD both at school level and Trust level to meet the needs of all pupils, including Pupil Premium pupils.	<p>High quality teaching is the most powerful tool that schools have in improving outcomes for all children. The EEF (2021) states “Supporting high quality teaching is pivotal in improving children’s outcomes”</p> <p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium support.</p>	5, 1, 3
<p>To continue to improve phonics provision for all children.</p> <p>Phonics to be taught using Sounds-Write, a DFE validated phonics programme. Staff members to be trained in teaching Sounds-Write using Sounds-Write training materials.</p> <p>A strong phonics foundation will help to narrow the attainment gap, but also will provide children with lower self esteem to gain confidence in a skill that will aid all learning.</p>	<p>Phonics is the most powerful and successful tool for teaching reading, particularly early reading. High-quality phonics teaching and strong phonics knowledge provides a strong foundation for reading, unlocking the curriculum for every child.</p> <p>One of the key findings of the EEF (2021) on teaching using phonics is that phonics can be especially beneficial for children who are lower attaining, thus giving even disadvantaged children a secure foundation.</p>	5, 3
To continue to improve maths provision for all children, with a particular focus on narrowing the	The EEF identifies that the most important thing in responding to the Matthew Effect (sociological concept that the gap widens over time – those who	5

<p>attainment gap between Pupil Premium children and non- Pupil Premium children.</p> <p>Children's difficulties to be identified early in order for targeted support to be offered.</p>	<p>are high attainers make rapid progress, lower attainers make slower progress and the gap between high and low continues to grow) is Early Intervention. This will provide struggling students with appropriate and targeted support before the gap becomes too wide.</p>	
<p>To enable teachers to give parental support e.g. through phonics workshops, reading workshops etc.</p> <p>Teachers will also ensure they share key weekly learning and make preferred expectations for home learning (e.g. reading) clear.</p> <p>Teachers will offer additional homework support for children who are not being supported at home.</p>	<p>One of the key findings of the EEF research on parental engagement is that parental engagement has a positive impact (on average 4 months additional progress). The EEF states that it is crucial to consider how to engage with parents to avoid widening attainment gaps.</p>	4

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

Budgeted cost: £20,045.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide support for targeted individuals, either in small groups or individually.</p> <p>Individuals will be identified early and this intervention will be assessed regularly through interventions.</p> <p>Termly pupil progress meetings between teachers and SLT will take place.</p>	<p>Evidence consistently shows (EEF) the positive impact that targeted academic support can have, particularly on those who are not making good levels of progress. Small group or individual intervention may take place as part of whole-class provision or may take place in small groups/individual groups outside of the classroom.</p> <p>Considering how teachers and teaching assistants can provide targeted academic support, including how to link structured 1:1 or small group intervention to classroom teaching is likely to be a key component of an effective Pupil Premium strategy.</p>	5, 1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Headteacher to analyse attendance on a weekly basis and to offer support to families who are consistently absent or late. This could be informally to begin with, but in line with the Cambridgeshire Attendance Process.	Data consistently shows that pupils with the highest attendance make the most academic progress, due to increased opportunities for overlearning and access to a broad and balanced curriculum.	2
Provide nurture groups for those who struggle socially. This may be due to low self-esteem, through lack of modelling of successful relationships, through lack of resilience or other factors. The groups will typically be run by a teaching assistant using specific materials such as those produced by TLF.	<p>The EEF summarises that a recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.</p> <p>Experience shows us that children who display higher self-esteem and have healthy relationships and skills in perseverance are able to perform higher academically. This could be because their 'have a go' attitude is enhanced. Positive outcomes are more likely to be achieved by children who are not worrying about things such as friendships and social situations.</p>	3

Total budgeted cost: £20,045.

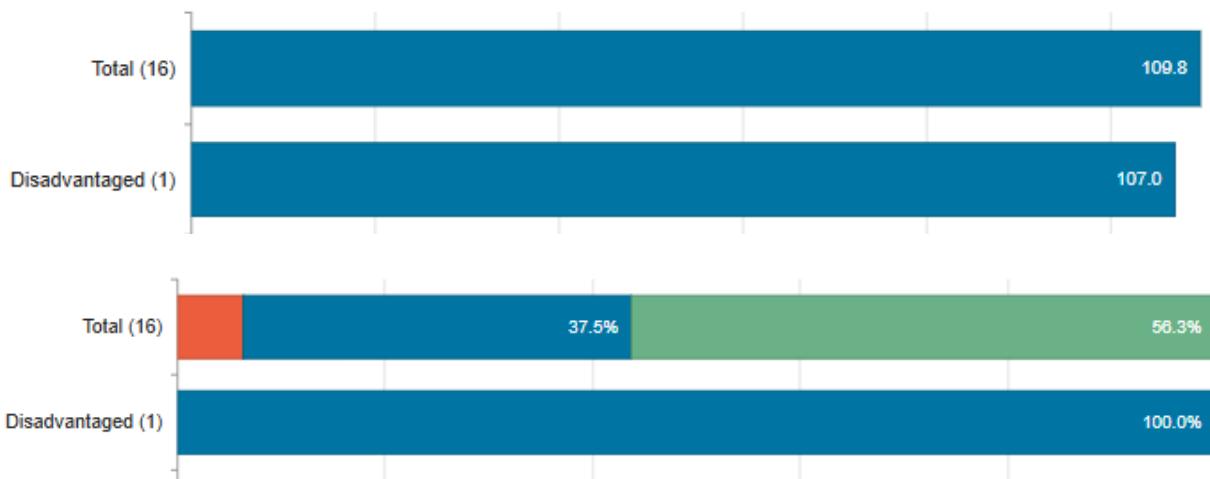
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our assessment from 2024/2025 are as follows.

Year 6

Reading



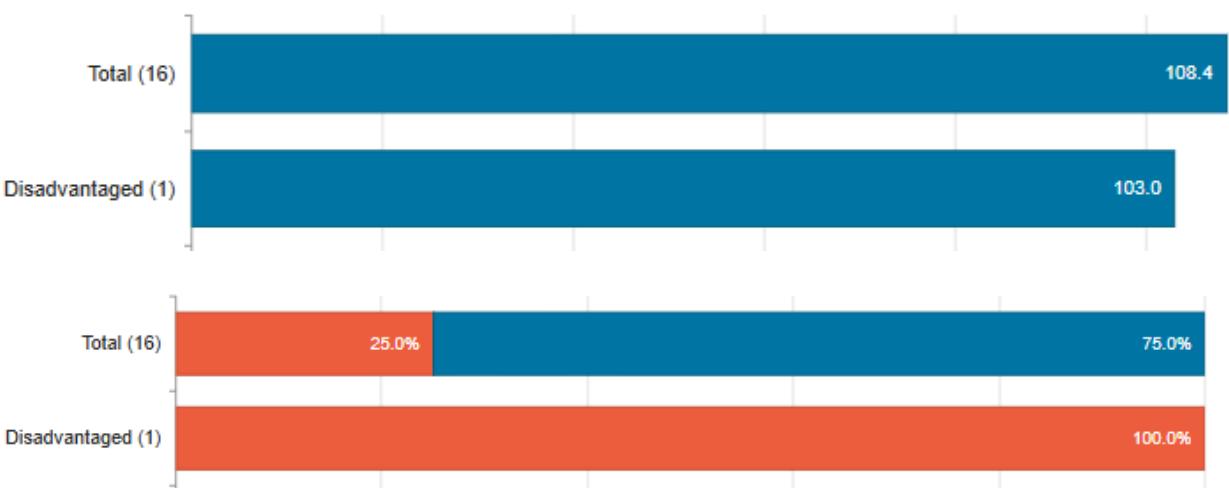
Writing



Maths



RWM



Year 5

Reading

All: 93% EXS or higher

PP: 75% EXS or higher

Non-PP: 100% EXS or higher

Writing

All: 47% EXS or higher

PP: 25% EXS or higher

Non-PP: 55% EXS or higher

Maths

All: 73% or higher

PP: 25% EXS or higher

Non-PP: 91% EXS or higher

Year 4

Reading

All: 80% EXS or higher

PP: 67% EXS or higher

Non-PP: 82% EXS or higher

Writing

All: 70% EXS or higher

PP: 67% EXS or higher

Non-PP: 71% EXS or higher

Maths

All: 75% EXS or higher

PP: 0% EXS or higher

Non-PP: 88% EXS or higher

Year 3

Reading

All: 89% EXS or higher

PP: 33% EXS or higher

Non-PP: 100% EXS or higher

Writing

All: 71% EXS or higher

PP: 67% EXS or higher

Non-PP: 82% EXS or higher

Maths

All: 57% EXS or higher

PP: 0% EXS or higher

Non-PP: 73% EXS or higher

Year 2

Reading

All: 67% EXS or higher

PP: 0% EXS or higher

Non-PP: 75% EXS or higher

Writing

All: 44% EXS or higher

PP: 0% EXS or higher

Non-PP: 50% EXS or higher

Maths

All: 67% EXS or higher

PP: 0% EXS or higher

Non-PP: 75% EXS or higher

Year 1

Reading

All: 77% EXS or higher

PP: 100% EXS or higher

Non-PP: 75% EXS or higher

Writing

All: 54% EXS or higher

PP: 0% EXS or higher

Non-PP: 58% EXS or higher

Maths

All: 62% EXS or higher

PP: 0% EXS or higher

Non-PP: 67% EXS or higher

EYFS

GLD: 85% EXS or higher

PP: 100% GLD

Non-PP: 83% GLD

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.