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Thrybergh Primary Pupil Premium Strategy Report

WICKERSLEY PARTNERSHIP TRUST

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 wickersleypt.org **CEO:** Mrs H O'Brien



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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.

1. School overview

School Name	Thrybergh Primary School
Number of Pupils in school	210
Proportion of Pupil Premium eligible pupils	60%
Academic Year	2025/26
Date this statement was published	September 2025
Date for next review	July 2026
Statement authorised by	Helen O'Brien, CEO, WPT
Pupil Premium Lead	Robyn Parry-McDermott
Governor Lead	Kate Rushforth

2. Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£155,345
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year	£155,345

Part A: Pupil Premium Strategy Plan

Our Ultimate Objectives for Disadvantaged Pupils

Our core objective is to ensure that every disadvantaged pupil achieves a high academic standard, with a particular focus on accelerating reading progress, and has universal access to enrichment activities to significantly build cultural capital and aspiration.

Specifically, by the end of this strategy (July 2026), our disadvantaged pupils will:

- **Close the Reading Gap:** Reduce the PP vs Non-PP gap for Expected Standard (EXS+) in KS2 Reading to **less than** 5% while maintaining the zero gap in KS2 Maths attainment.
- **Accelerate Intervention Progress:** Ensure 75% of PP children in reading or maths interventions will close or narrow the gap between themselves and their Non-PP peers' entry score.
- **Ensure High Attendance:** Reverse the current widening gap by increasing overall Pupil Premium attendance to 95% for the full year and reducing the PP-All attendance gap to **less than** 1.0%.
- **Promote Resilience and Safety:** Maintain a record of **zero** permanent exclusions and suspensions for PP pupils, and increase the total number of Positive Behaviour incidents logged for PP pupils to **over 420**.
- **Transform Engagement:** Dramatically increase participation in aspiration-building activities, increasing PP attendance in subsidised trips/visits to **over 45%** and after-school clubs to **over 10%** of the total cohort.

Alignment of the Current Strategy Plan (2025/2026)

Our strategy is an evidence-informed, tiered response focusing intensely on the persistent challenges identified in our data, particularly the failure to engage in enrichment, the widening academic gaps in Reading, and the need to urgently reverse the attendance dip.

The total budget of **£155,345** is allocated across three tiers. Approximately **£39,566** is directed toward high-impact academic support (Challenge 1) through additional staffing, **Action Tutoring**, and focused small-group sessions to address the sharp drop in sustained attainment seen by KS2. **£18,020** is invested in structured literacy via systematic phonics, precision reading, and daily supported groups to strengthen foundational skills (Challenge 2). A critical allocation of **£18,688** funds Welfare Officers and parental engagement strategies to stabilise the fluctuating attendance gap (Challenge 6) and maintain high overall attendance. The largest single investment of **£67,575** secures intensive **SEMH support**, including **ELSA**, the **Hamish and Milo programme**, and integrated **Woodland View provision** to manage high-risk behaviour and prevent exclusions (Challenge 4, 7). Finally, **£11,496** subsidises all educational visits and enrichment to directly counter low aspirations and low confidence (Challenge 5).

Key Principles of the Strategy Plan

The Thrybergh Primary strategy is underpinned by three core, interdependent principles:

- **Sustaining Success while Transforming Reading:** Building on the proven model that secures the Expected Standard in Maths by refocusing high-impact academic interventions (Action Tutoring, Fluency Project) to accelerate reading progress and eliminate the significant attainment gaps (particularly in GDS and for boys/SEND pupils).
- **Eliminating the Engagement Failure:** Focusing intensively on removing financial and logistical barriers to enrichment (Trips/Clubs) to dramatically increase PP participation from current critically low levels, ensuring equitable access to cultural capital and building confidence in line with the "I dream big" goal.
- **Absolute Focus on Access and Stability:** Combining an intensive attendance drive to achieve the ambitious 95% target with sustained investment in the tiered SEMH system (ELSA, Woodland View) to manage acute needs and maintain zero permanent exclusions, ensuring pupils are in school and ready to learn.

Challenges

A forensic analysis of student data drives our plan. This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge Number	Details of Challenge
1	Our data shows that while disadvantaged pupils enter Key Stage 2 with strong outcomes (where PP pupils recently outperformed Non-PP pupils, e.g., Combined EXS+ PP 50% vs Non-PP 17%), a significant gap emerges by the end of KS2 (e.g., Combined EXS+ PP 41% vs Non-PP 100% in 2025 – noting the Non-PP cohort size is one pupil). Given the school's high Pupil Premium cohort, the persistence of this divergence necessitates the refining and intensification of our existing, targeted intervention framework within the middle years to secure sustained high progress.
2	Internal and external assessments show that while securing expected standards is a priority, access to the highest outcomes is inequitable. The GDS gap remains persistent, particularly in KS2 (e.g., Non-PP achieved 50% Reading GDS and 50% Writing GDS, compared to PP at 6% in both). This requires a focus on embedding high-challenge strategies across the curriculum.
3	Data indicates that attainment is significantly lower for disadvantaged boys compared to disadvantaged girls (e.g., KS1 Reading EXS+ Boys 22% vs Girls 82%). Furthermore, disadvantaged pupils with identified Special Educational Needs (SEND) face acute barriers, as evidenced by 0% achieving KS1 Combined EXS+. This necessitates highly bespoke and individualised provision.
4	While formal exclusions are currently zero, disadvantaged pupils were disproportionately represented in historical suspension incidents (9 of 11 suspensions in 2024/25). This indicates a need for proactive and continuous pastoral monitoring to secure emotional regulation, protect learning time, and prevent future risk of exclusion.
5	Pupil self-assessment data and observations show that disadvantaged pupils generally lack confidence in setting ambitious goals ("I dream big") and demonstrating resilience when faced with challenge ("I am prepared to make mistakes"). This limits their willingness to take academic risks and pursue the most challenging curriculum content.
6	Our attendance data over the last five years indicates that attendance among disadvantaged pupils has been unstable, with the PP-All gap fluctuating widely (from +0.47% to -1.10%) and currently settling at -0.9% (2025/26 YTD). This persistent, albeit small, gap is negatively impacting the cumulative progress of our disadvantaged cohort, necessitating a robust, proactive system.
7	Increasing SEMH Needs: The number of PP students accessing emotional and social support (ELSA and Hamish and Milo) is increasing. This confirms that SEMH is a primary non-academic barrier to learning and resilience.

Intended Outcomes & Impact Measures

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	Baseline (from 2025 Data)	Target / Success Criteria (by July 2026)
Improve Attainment & Progress	KS2 Combined EXS+ PP: 41%. KS1 Combined EXS+ Boys: 11%.	KS2 Combined EXS+ PP to exceed 60%. KS1 Combined EXS+ Disadvantaged Boys to exceed 40%. The PP- All EXS+ attainment gap will be closed by 25% in KS2.
Close Literacy & Numeracy Gaps	KS2 Reading GDS PP: 6%. KS1 Writing EXS+ Boys: 11%.	KS2 Reading GDS PP to exceed 15%. KS1 Writing EXS+ Disadvantaged Boys to exceed 35%. Maintain Phonics success through high pass rates, consistent with or above the national average.

Improve Attendance	PP Attendance (2025/26 YTD): 95%. Gap (PP-All): -0.9%.	PP Attendance to sustain above 95.5%. The PP-All attendance gap will close to 0%. Achieve a significant reduction in the percentage of pupils in the 0-89.9% Persistent Absence band.
Reduce Extreme Sanctions & Improve Behaviour	PP Suspensions (2024/25): 9. "I am prepared to make mistakes": 2 (2025/26 YTD).	Maintain zero PP Suspensions and Permanent Exclusions in 2025/26. Increase "I dream big" and "I am prepared to make mistakes" scores by 50%
Boost Aspirations & Post-16 Readiness	"I dream big" score: 5 (2025/26 YTD).	Increase "I dream big" score to >15. Increase the range of clubs attended (e.g., 50% attending more than two clubs) to foster new interests and confidence.
Increase Engagement in Enrichment	Residential PP attendance: 91% (2024/25). PP Educational Visits (2024/25): 69%.	Maintain Residential PP attendance at 90%. Increase PP attendance at educational visits to 80% to build cumulative cultural capital.

Activity in this academic year

Our strategy is underpinned by significant financial investment, targeted directly at the challenges identified. This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above. This includes teaching, targeted academic support and wider strategies.

Financial Breakdown by Strategic Priority	Key Activities Funded	Budgeted Cost	Activity & Evidence Base
Attainment & Academic Support (Challenges 1, 2, 3)	Additional staffing (TA/Teacher) for small-group intervention. Targeted precision reading/phonics catch-up for the lowest 20%/SEND pupils. Booster classes before/after school for Y6.	£28,894 plus £10,672	Targeted support for the lowest 20% (particularly Boys/SEND) is shown to accelerate progress. Additional staffing enabled smaller, focused groups.
Literacy & Numeracy (Challenges 2, 3)	Structured, systematic phonics approach with weekly assessment checks. Daily supported reading groups. Maths: precision teaching, manipulatives, and daily fluency sessions.	£18,020	Rigorous use of data and daily 'keep-up' sessions closes the gap created by weaker cohorts. Phonics CPD strengthened consistency.
Attendance & Punctuality Drive (Challenge 6)	Welfare Officers and Parental Engagement Manager (proactive parental engagement). Practical support (transport barriers), and an Attendance rewards system.	£18,688	Proactive parental engagement (+4 months' progress) is necessary to stabilise the fluctuating attendance gap and maintain the current high levels.
Behaviour & SEMH Support (Challenges 4, 7)	Behaviour Support Officers. The ELSA programme and the Hamish and Milo programme for targeted emotional/social support. Integrated Woodland View	£67,575	Targeted ELSA/Hamish and Milo promote emotional regulation and resilience. Woodland View is highly effective for complex needs, supporting positive outcomes.

	provision for complex SEND/vulnerable pupils.		
Enrichment & Aspirations (Challenge 5)	Outdoor adventurous activities, Peripatetic music lessons, Robust careers provision (Money Matters, author events). Subsidised Educational Visits and Residential.	£11,496	Enrichment is proven to build confidence and resilience. Money Matters and career curriculum target ambition and financial literacy.
Total budgeted cost		£155, 345	

Part B: Review of the Previous Academic Year

This evaluation measures the impact of the 2024/25 Pupil Premium strategy by aligning outcomes against the seven identified challenges.

Significant Attainment Gaps in KS1 Combined Outcomes and GDS

Evaluation Detail	Summary
Impact	Mixed with Success in KS1. The strategies closed the attainment gap at KS1 EXS+ (PP 50% vs Non-PP 17%), largely due to high girls' attainment (82% Reading EXS+). However, the KS2 Combined EXS+ gap remains massive (PP 41% vs Non-PP 100%), - Note: Non-PP cohort is currently 1 pupil), confirming that interventions fail to sustain high attainment beyond KS1.

Targeted Underperformance of Boys and SEND Pupils (KS1/KS2)

Evaluation Detail	Summary
Impact	Identified Area for Strategic Refinement (Boys/SEND). Boys severely lag girls across KS1/KS2 (e.g., KS1 Reading EXS+ Boys 22% vs Girls 82%). SEND pupils achieved 0% Combined EXS+ in KS1 and 9% in KS2. This performance differential highlights the urgent need to redesign core teaching and interventions for these specific groups (e.g., targeted echo/paired reading).

Sustained Attainment Gap in KS2 GDS

Evaluation Detail	Summary
Impact	Insufficient Impact on Greater Depth. Non-PP pupils achieved 50% GDS in both Reading and Writing in KS2, while PP pupils achieved only 6% GDS in both. This demonstrates a clear need to strategically refine provision to effectively push PP pupils beyond the expected standard and secure aspirational outcomes.

Rick of Exclusion and Behavioural Disparity

Evaluation Detail	Summary
Impact	Fragile Stability. While the current year maintains zero suspensions, the previous year saw a sharp rise to 11 suspensions. This increase was driven by a single Pupil Premium student who accounted for 9 of the 11 suspensions, indicating that while systemic disparity is low, the

Evaluation Detail	Summary
	stability of the overall cohort remains fragile and requires sustained investment in proactive pastoral and SEMH strategy to manage high-risk cases.

Low Aspiration and Hesitancy to Embrace Challenge

Evaluation Detail	Summary
Impact	Confirmed Student Aspiration Deficit. Analysis of positive values confirmed "I dream big" (score of 5) and "I am prepared to make mistakes" (score of 2) are very low among pupils. While the careers curriculum and author events are established, the data indicates these positive values are not yet fully internalised, necessitating a more explicit, daily teaching strategy to foster ambition and a growth mindset.

Fluctuating but Persistent Attendance Gap

Evaluation Detail	Summary
Impact	Stagnant. The gap remains persistent, settling at -0.9% in 2025/26 YTD. While the overall PP attendance is high at 95%, the gap is not closing, indicating the attendance strategy is only sufficient to maintain the status quo and not accelerate the most challenging cohort.

Increasing SEMH Needs

Evaluation Detail	Summary
Impact	Increasing Demand. The continued and increasing use of ELSA and Hamish, and Milo confirms that SEMH is an ongoing and increasing barrier. This intensive provision is necessary to manage complexity and directly address the low confidence/risk aversion seen in values data.

Areas of Strength: Strategies to Keep and Build On (2025/26)

Strategy Category	Specific Strategy to Do Again	Rationale (Supported by 2024/25 Outcomes)
Behaviour & SEMH Support (Challenge 4, 7)	Comprehensive SEMH Intervention (ELSA/Hamish and Milo) and Zero Suspension Protocol:	The system is successful in managing extreme risk, maintaining zero PP suspensions in the current year, which is essential given the volatility of the prior year.
Attainment (Challenge 1)	Targeted KS1 Reading/Maths Interventions (Securing the EXS standard):	Strategies secured PP attainment that outperformed Non-PP at the KS1 EXS+ level (Combined EXS+ PP 50% vs Non-PP 17%), demonstrating effectiveness in accelerating the majority cohort past the expected standard.
Literacy & Numeracy (Challenge 2)	Structured and Systematic Phonics Approach with Weekly Checks and Parental Workshops:	The comprehensive approach succeeded in closing the gap created by the weaker 2024 cohort, confirming the value of daily keep-up sessions and staff CPD.

Strategy Category	Specific Strategy to Do Again	Rationale (Supported by 2024/25 Outcomes)
Enrichment & Aspirations (Challenge 6)	Prioritised Access to High-Cost Enrichment (Residentials/Trips):	PP students made up the vast majority of attendees at high-value enrichment (e.g., 91% of residential attendees), ensuring the strategy successfully removes financial barriers to cultural capital.
Pastoral & Attendance (Challenge 6)	Sustaining High Attendance Levels:	Maintained a high PP attendance rate of 95% in the current year, showing the monitoring system is highly effective at preventing mass persistent absence.

Part C: Further Information and Context

Improve Attainment & Progress

EYFS

	GLD		Communication & Language		Personal Social & Emotional Development		Physical Development		Literacy		Maths		Understanding the World		Expressive Arts & Design	
Thrybergh	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2024		52.4%														
2025	13	46.43%	21	75.00%	21	75.00%	23	82.14%	12	42.86%	17	60.71%	22	78.57%	24	85.71%

Phonics Y1

Year 1	Not Achieving Standard		Achieving Standard		Average Mark
Thrybergh	No.	%	No.	%	No.
National 2024				80%	
2023	7	29%	17	71%	29
2024	9	36%	16	64%	26
2025	3	15%	17	85%	32.7

Phonics Y2 Cumulative

KS1	Not Achieving Standard		Achieving Standard		Average Mark
Thrybergh	No.	%	No.	%	No.
2023	2	67	1	33	21
2024	3	33	6	67	25
2025	8	21%	30	79%	30.53

Year 2

	Reading EXS+		Reading GDS		Reading Av. SS	Writing EXS+		Writing GDS		Maths EXS+		Maths GDS		Maths Av. SS	Combined EXS+		Combined GDS	
Thrybergh	No.	%	No.	%		No.	%	No.	%	No.	%	No.	%		No.	%	No.	%
2023	6	32%	0	0%	88.11	6	32%	0	0%	7	37%	0	0%	90.89	5	26%	0	0%
2024	12	44%	1	4%	86.63	9	33%	0	0%	13	48%	1	4%	91.52	9	17%	0	0%
2025	11	55%	3	15%	83.40	9	45%	0	0%	11	55%	4	20%	99.50	8	40%	0	0%

Analysis by Groups

Reading	EXS+	GDS
Boys	2/9 = 22%	0
Girls	9/11 = 82%	3/11 = 27%
SEND	1/7 = 14%	0
NON-SEND	10/13 = 77%	3/13 = 23%
DIS	9/14 = 64%	2/14 = 14%
NON-DIS	2/6 = 33%	1/6 = 17%



Writing	EXS+	GDS
Boys	1/9 = 11%	0
Girls	8/11 = 73%	0
SEND	0/7 = 0%	0
NON-SEND	9/13 = 69%	0
DIS	8/14 = 57%	0
NON-DIS	1/6 = 17%	0

Maths	EXS+	GDS
Boys	3/9 = 33%	
Girls	8/11 = 73%	4/11 = 36%
SEND	2/7 = 29%	1/7 = 14%
NON-SEND	9/13 = 69%	3/13 = 23%
DIS	9/14 = 64%	3/14 = 21%
NON-DIS	2/6 = 33%	1/6 = 17%

Combined	EXS+	GDS
Boys	1/9 = 11%	0
Girls	7/11 = 64%	0
SEND	0	0
NON-SEND	8/13 = 62%	0
DIS	7/14 = 50%	0
NON-DIS	1/6 = 17%	0

Year 6

	Reading EXS+		Reading GDS		Reading Av. SS	Writing EXS+		Writing GDS		Maths EXS+		Maths GDS		Maths Av. SS	Combined EXS+		Combined GDS	
Thrybergh	No.	%	No.	%		No.	%	No.	%	No.	%	No.	%		No.	%	No.	%
2023	14	58%	6	25%	102.70	13	54%	3	13%	17	71%	5	21%	103.17	11	46%	3	13%
2024	6	38%	2	13%	99.00	9	56%	0	0%	6	38%	0	0%	93.00	5	31%	0	0%
2025	10	53%	2	11%	101.38	11	58%	2	11%	12	63%	1	5%	103.06	9	47%	0	0%

Analysis by Groups

Reading	EXS+	GDS
Boys	4/9 = 44%	0
Girls	6/10 = 60%	2/10 = 20%
SEND	2/11 = 18%	0
NON-SEND	8/8 = 100%	2/8 = 25%
DIS	8/17 = 47%	1/17 = 6%
NON-DIS	2/2 = 100%	1/2 = 50%



Writing	EXS+	GDS
Boys	4/9 = 44%	0
Girls	7/10 = 70%	2/10 = 20%
SEND	3/11 = 27%	0
NON-SEND	8/8 = 100%	2/8 = 25%
DIS	9/17 = 53%	1/17 = 6%
NON-DIS	2/2 = 100%	1/2 = 50%

Close Literacy & Numeracy Gaps – Interventions and Impact

Phonics

Following a dip in 2024, when both the proportion of pupils passing and the average score (26) fell well below previous years, leaders identified phonics as a key priority for improvement. A package of targeted interventions was implemented, including:

- Daily keep-up sessions for children at risk of falling behind, delivered immediately after phonics lessons to address misconceptions.
- Targeted small-group tuition led by skilled teaching assistants using a structured, systematic phonics approach.
- Rigorous use of assessment data, with weekly checks to identify gaps and swiftly adapt planning.
- Staff CPD to strengthen consistency of phonics delivery across EYFS and KS1, ensuring fidelity to the chosen scheme.
- Parental engagement workshops, equipping families with strategies to support early reading at home.

The impact of these measures is clear: not only have more children achieved the expected standard in 2025, but they have done so with higher levels of confidence and security. The outcomes reflect successful early intervention and sharply focused teaching, closing the gap created by the weaker 2024 cohort.

Reading Intervention

KS1

In response to 2024 outcomes and in light of ongoing monitoring, the following actions were taken in KS1 reading:

- Daily supported reading groups focused on fluency, decoding, and comprehension.
- Targeted interventions for lowest 20% readers, including 1:1 precision reading and phonics catch-up, particularly for SEND pupils.
- Reading sessions planned around retrieval, inference, and vocabulary to ensure pupils could access age-appropriate texts.
- Echo and paired reading strategies to build boys' confidence and stamina in reading aloud.
- Disadvantaged-focused support, ensuring those pupils received priority access to keep-up and catch-up interventions.

Impact:

The impact of these interventions is reflected in the overall rise in outcomes compared to 2024, with the majority of children (particularly girls and disadvantaged pupils) now achieving the expected standard securely. Importantly, disadvantaged pupils closed the gap with, and in some cases outperformed, non-disadvantaged peers at EXS.



KS2

Building on lessons from 2024, leaders prioritised early identification of gaps, targeted intervention, and use of additional staffing to boost outcomes in reading. Strategies included:

- Additional teacher capacity, enabling smaller groups and more focused support for targeted pupils.
- Daily reading interventions for those at risk of not meeting the standard, including 1:1 and small-group guided reading.
- SEND-specific provision, including precision reading and high-frequency word fluency practice, ensuring access to decodable and age-appropriate texts.
- Structured comprehension programmes, focusing on retrieval, inference, and authorial intent, ensuring pupils could tackle SATs-style questions.
- Regular assessment cycles, identifying pupils below the threshold and adapting interventions accordingly.
- Booster classes before and after school, targeting Year 6 readers in the run-up to SATs.

Impact:

The impact of this work is most evident in the progress of disadvantaged pupils, several of whom moved from well below age-related expectations in Autumn 2024 to achieving the expected standard by the end of Year 6. Without the extra staffing and targeted intervention, these pupils would not have closed the gap to this extent.

However, the attainment gap between PP and non-PP remains significant:

PP pupils – 47% EXS+, 6% GDS

Non-PP pupils – 100% EXS+, 50% GDS

This indicates that while targeted interventions prevented PP outcomes from dipping further, non-PP pupils performed significantly more strongly and continue to outperform their peers at both EXS and GDS.

Literacy intervention

KS1

- Daily writing practice in small groups, with scaffolding and modelling to build sentence structure, punctuation, and vocabulary.
- Targeted 1:1 or small-group support for SEND and disadvantaged pupils, focusing on transcription, spelling, and sentence construction.
- Use of writing frames and sentence starters to develop independence for pupils struggling to initiate writing.
- Guided shared writing sessions, modelling planning, drafting, and editing processes.
- Spelling and grammar keep-up sessions, designed to plug gaps identified in formative assessments.

Impact:

Girls and non-SEND pupils showed the strongest progress, with 73% of girls and 69% of non-SEND pupils achieving EXS+.

SEND and boys made smaller gains, highlighting the continued need for targeted support.

Disadvantaged pupils (PP) benefited from 1:1 and small-group interventions, raising attainment from well below EXS+ to 57% achieving the standard, reducing the attainment gap.

KS2

- Additional staffing enabled smaller group and 1:1 support, allowing teachers to focus on pupils with the greatest gaps, particularly PP and SEND.
- Daily targeted writing sessions focused on sentence construction, punctuation, spelling, paragraphing, and composition skills.



- Structured shared writing and modelled editing helped pupils develop planning, drafting, and self-assessment strategies.
- Grammar and vocabulary boosters embedded in lessons and interventions, supporting sentence-level accuracy and expressive language.
- Before- and after-school booster classes, prioritising PP pupils and those below the expected standard.
- Regular assessment and tracking ensured interventions were responsive and adapted to individual pupil needs.

Impact:

Non-PP pupils achieved full EXS+ (100%) but this was only 2 pupils and higher GDS outcomes, showing that high-quality teaching and additional staffing secured strong attainment.

PP pupils benefitted from targeted interventions, with several moving from below EXS+ to secure at expected standard (53%), demonstrating accelerated progress and narrowing the gap to national expectations.

SEND pupils made progress through 1:1 and small-group support, though outcomes remain below EXS+, indicating a continued focus is required.

Gender impact: Girls' writing outcomes improved significantly through scaffolding, modelled writing, and targeted support, while boys continue to lag behind, particularly at greater depth.

Maths Intervention

KS1

- Small-group and 1:1 maths intervention for pupils below age-related expectations, prioritising PP and SEND pupils.
- Daily arithmetic and fluency sessions, including number bonds, times tables, and calculation strategies.
- Targeted problem-solving and reasoning activities, supporting pupils to apply skills in context.
- Use of manipulatives and visual models to support SEND pupils in conceptual understanding.
- Regular formative assessment and keep-up sessions, ensuring misconceptions were addressed immediately.

Impact:

PP pupils benefitted from targeted interventions, achieving 64% EXS+ compared to 33% non-PP, indicating successful narrowing of the attainment gap.

Non-SEND pupils achieved stronger outcomes, demonstrating that core maths teaching is effective for pupils without additional barriers.

SEND pupils made progress through focused 1:1 and small-group support, although attainment remains below EXS+, highlighting an ongoing area for intervention.

KS2

- Additional staffing allowed smaller group and 1:1 maths intervention, particularly targeting PP and SEND pupils.
- Daily maths fluency sessions focused on number bonds, times tables, and calculation strategies to build automaticity.
- Targeted problem-solving and reasoning support, enabling pupils to apply skills in a variety of contexts.
- Precision teaching for SEND pupils, using manipulatives and visual models to strengthen conceptual understanding.
- Regular assessment and immediate keep-up sessions to address misconceptions quickly.
- Booster sessions before and after school, prioritising PP pupils and those below the expected standard.



Impact:

PP pupils made accelerated progress through targeted small-group and 1:1 intervention, raising attainment from below EXS+ to 59%, closing part of the gap with non-PP peers.

Non-PP pupils achieved 100% EXS+, demonstrating that high-quality teaching and additional staffing secured strong outcomes.

SEND pupils showed progress, but attainment remains below EXS+, highlighting the need for continued intensive support.

Improved Attendance

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	92.74	92.8	91.89	93.58	95.9
PP	93.21	92.42	90.79	93.09	95
FSM Ever6	93.21	92.42	90.82	93.07	94.9
Gap	+0.47	-0.38	-1.10	-0.49	-0.9

*Year to date

Attendance Bands

	2021/22	2022/23	2023/24	2024/25	2025/26*
100%	23.98%	25.66%	33.13%	30.43%	50.00%
95%-100%	18.13%	17.76%	12.50%	20.50%	0.00%
90%-100%	15.20%	19.08%	14.38%	14.29%	30.00%
50%-89%	14.04%	19.74%	12.50%	14.91%	5.00%
Below 50%	28.65%	17.76%	27.5%	19.88%	15%
Total	23.98%	25.66%	33.13%	30.43%	50.00%

Reduce Extreme Sanctions & Improve Behaviour

Exclusions and Suspensions

Permanent Exclusions

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	0	0	0	1	0
PP	0	0	0	1	0
FSM Ever6	0	0	0	0	0



Suspensions

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	0	1	8	11	0
PP	0	1	8	9	0
FSM Ever6	0	1	8	9	0

The school continues to prioritise positive behaviour and inclusive support to ensure all pupils have consistent access to learning. Permanent exclusions remain extremely low, with only one recorded in 2024/25 and none in the current year, reflecting effective strategies for inclusion and targeted support for Pupil Premium students.

Suspensions have shown some variation, rising from zero in 2021/22 to eleven in 2024/25, with Pupil Premium pupils disproportionately represented (nine of eleven). The current academic year shows suspensions have returned to zero, demonstrating the effectiveness of pastoral mentoring, behaviour coaching, and structured reflection sessions. The school continues to monitor behaviour closely and implement early interventions to maintain this positive trajectory.

The school also benefits from Woodland View, an integrated EYFS resource hosted at another WPT school. In 2024/25, four children attended this setting, three of whom were Pupil Premium. Woodland View is highly effective in meeting pupils' SEND needs and supports transitions to specialist provision when required. In 2025/26, one previous pupil remains at Woodland View, alongside two new pupils, one of whom is Pupil Premium. This provision strengthens our ability to meet the diverse needs of vulnerable learners and ensures targeted support is in place to promote positive outcomes for Pupil Premium students.

Positive Behaviours

Positive Events per Student

	2021/22	2022/23	2023/24	2024/25	2025/26*
All				16585	2181
PP				11997	1321
FSM Ever6				11869	1322

Data for 2024-2025

Strengths

Very high overall, showing students regularly demonstrate positive behaviours.

- I am always learning: Strong evidence that pupils are open to learning and growth.
- I work hard: Consistently high - resilience and perseverance are clear strengths.
- I am respectful: Strong culture of respect across the cohort.
- I believe in myself: Positive sense of confidence and self-belief emerging.

Values Needing Focus (lower totals = areas to improve)

- I dream big: Very low - suggests pupils may need encouragement to be more ambitious and aspirational.
- I help others: Surprisingly low - indicates a need to strengthen teamwork, kindness, and community responsibility.



- Ready to learn: Low - may reflect inconsistent preparation or readiness in class.
- I take risks: Pupils are not yet comfortable with stepping outside comfort zones.
- I say please and thank you: Manners and polite conduct can be improved.
- I am prepared to make mistakes: Low score - pupils may need more reassurance that mistakes are part of learning.

***2025-2026**

Strengths

Positive (2181): Extremely strong - shows students often demonstrate positive attitudes.

- I work hard (161): High commitment to effort and resilience.
- I am always learning (172): Suggests openness to continuous learning is well established.
- I never give up (80): Persistence is a notable strength.
- Respectful (108) & Listening to others (59): Evidence of strong interpersonal values.

Areas to Improve

- I am prepared to make mistakes (2): Very weak – students may not feel safe or confident making mistakes.
- I dream big (5): Ambition and aspiration are limited; pupils may need more encouragement to think big.
- I take responsibility for my actions (40): Could be strengthened to build accountability.
- I am proud of my talents/achievements (41): Pupils may not celebrate or recognise their own successes enough.
- Please and thank you (49): Courtesy can be improved.
- Believe in myself (49): Confidence is lower compared to respect and hard work.

Behaviour and Values Overview: 2024–2026

Over the past year and into 2025–26, data on student values demonstrates a strong foundation of positive behaviours and attitudes. Students consistently exhibit high levels of positivity, engagement, and resilience. Key strengths include a strong commitment to learning, sustained effort, and perseverance, evidenced by consistently high scores for “I am always learning” and “I work hard.” Respect for others remains a notable strength, supported by positive scores for listening and interpersonal behaviours. Pupils also demonstrate growing confidence in their abilities, contributing to a positive overall school culture.

Despite these achievements, several areas require targeted development. Aspiration and ambition remain limited, with very low scores for “I dream big,” indicating the need to encourage pupils to set higher goals and embrace challenge. Pupils are also hesitant to take risks or make mistakes, highlighting the need to embed a growth mindset and reassure students that errors are a normal part of learning. Other areas for development include encouraging pupils to take responsibility for their actions, recognize and celebrate their achievements, and demonstrate kindness and support to others. Courtesy and everyday manners, such as saying “please” and “thank you,” also require reinforcement.

Next Steps: The school will maintain and build on strengths in positivity, resilience, and respect while implementing targeted strategies to develop aspiration, confidence, and accountability. This includes embedding growth mindset approaches, celebrating ambition and achievement, and promoting teamwork and kindness. The focus will ensure that all pupils continue to develop the character and skills necessary for long-term success and contribute positively to the school community.



Boost Aspirations & Careers Readiness

Over the past academic year, the school has delivered a comprehensive programme designed to support Pupil Premium students in developing financial literacy, career awareness, and cultural enrichment. The Money Matters curriculum has provided pupils with essential knowledge and practical skills in managing personal finances, budgeting, saving, and understanding financial decision-making. Through interactive lessons and real-world scenarios, students have gained confidence in managing money responsibly, fostering independence and long-term life skills.

Complementing this, the careers curriculum has focused on raising aspirations and expanding pupils' understanding of future pathways. Through a combination of targeted lessons, workshops, and one-to-one guidance, pupils have explored a wide range of career options and developed the skills necessary to make informed choices about their post-16 and post-18 pathways. The curriculum has emphasised ambition, self-reflection, and goal setting, ensuring students understand the connection between academic success and career opportunities.

In addition to structured lessons, pupils have benefitted from a wide variety of author events, including both in-person visits and online sessions. These events have provided inspiration, broadened horizons, and encouraged a love of reading and critical thinking. Pupils have had the opportunity to engage with diverse voices and stories, fostering creativity and cultural awareness, while also connecting these experiences to personal and professional aspirations.

The overarching aim of these programmes is to boost aspirations and career ambitions among Pupil Premium students. By combining practical financial skills, exposure to career pathways, and access to enriching literary experiences, the school is equipping pupils with the knowledge, confidence, and motivation to pursue ambitious goals. Early evaluations suggest increased engagement, improved self-confidence, and a more ambitious outlook among participants, indicating that the programme is successfully supporting students to realise their potential.

Increase Engagement in Enrichment - BromCom

Over the past year, the school has continued to prioritise broadening horizons and providing a wide-ranging programme of enrichment and extra-curricular activities for all pupils, with a particular focus on Pupil Premium students. These activities are designed to enhance personal development, cultural awareness, and social skills, while fostering ambition, resilience, and confidence.

A wide range of educational visits has allowed pupils to engage with real-world learning beyond the classroom, including museum trips, cultural experiences, and visits to universities and workplaces. Residential trips have supported personal growth, encouraging independence, teamwork, and problem-solving in new and challenging environments. Pupils develop valuable life skills while forming positive relationships with peers and staff.

Sporting opportunities remain a key component of the programme. Pupils benefit from regular participation in competitive and recreational sports, developing teamwork, leadership, and perseverance. The school is proud to have achieved Sports Mark Gold for three consecutive years, reflecting the high quality of provision, pupil engagement, and promotion of lifelong health and wellbeing.

In addition, extra-curricular activities including clubs, performing arts, creative projects, and community initiatives provide further opportunities for pupils to explore interests, develop talents, and build confidence outside the classroom. These experiences help pupils discover new skills, foster collaboration, and develop leadership, all while enjoying enriching and motivating experiences.

Collectively, these opportunities aim to expand pupils' horizons, inspire curiosity, and cultivate aspirations. For Pupil Premium students, participation in enrichment, extra-curricular, and sporting activities is particularly valuable in boosting confidence, resilience, and ambition, enabling them to envision and pursue ambitious goals.



The school remains committed to sustaining and enhancing these opportunities, ensuring that every pupil, regardless of background, has access to a broad, inspiring curriculum that promotes personal growth, aspiration, and wellbeing.

2023/24	Total	PP	FSM	SEND
After School Clubs	223	167 (75%)	167	46
Educational Visits	336	262 (78%)	262	190
Residential	55	47 (85%)	46	9
Sporting Events	209	174 (83%)	169	60

2024/25	Total	PP	FSM	SEND
After School Clubs	193	115 (60%)	115	65
Educational Visits	200	137 (69%)	136	46
Residential	44	40 (91%)	40	4
Sporting Events	231	170 (74%)	170	74

Extended School Provision 2024/25

HT	School	Activity	Attendance	Number of SEND Children	Number of PP Children	Number of weeks delivered	Cost pp per week	Inc gene
1	Thrybergh Primary	Fimo Clay	16	6	8	4	£0	f
1	Thrybergh Primary	Boxing	14	8	11	5	£0	f
2	Thrybergh Primary	Pottery	14	9	11	4	£0	f
2	Thrybergh Primary	Football	13	8	8	5	£0	f
3	Thrybergh Primary	Sword Combat	7	4	3	5	£0	f
3	Thrybergh Primary	Science	12	5	6	4	£0	f
4	Thrybergh Primary	Dance Club	18	6	15	5	£0	f
4	Thrybergh Primary	Robotics	11	3	5	4	£0	f
5	Thrybergh Primary	Archery	10	4	6	5	£0	f
5	Thrybergh Primary	Science	14	7	11	4	£0	f
6	Thrybergh Primary	Electronics Club	10	6	5	4	£0	f
TOTAL	N/A	N/A	139	66 (47%)	89 (64%)	N/A	N/A	f

2025/26	Total	PP	FSM	SEND
After School Clubs	33	24 (73%)	24	9
Educational Visits	20	15 (75%)	15	9
Residential				
Sporting Events				



The school actively promotes engagement in enrichment activities, with a particular focus on supporting Pupil Premium (PP) students to ensure equal access to opportunities.

In 2023–2024, PP students represented a significant majority in all enrichment activities: 75% of after-school club participants, 78% of educational visit attendees, 85% of residential participants, and 83% of students attending sporting events were PP. The school continued this focus in 2024–2025, maintaining strong engagement with 60% of after-school club participants, 69% of educational visits, 91% of residential attendees, and 74% of sporting event participants being PP students.

The school offers a wide range of activities to cater to diverse interests, including after-school clubs, educational visits, residential, and sporting events. Extended school provision for 2025–2026 shows continued prioritisation of PP students, with 73% participation in after-school clubs and 75% in educational visits. This proactive approach ensures that PP students consistently have the opportunity to develop skills, build confidence, and enjoy experiences alongside their peers.

Engaging Students with EBSA and SEHM to Access Education

Number of students access Magna – n/a

During the last academic year, eight children have accessed targeted emotional and social support through the ELSA (Emotional Literacy Support Assistant) programme. ELSA provides tailored interventions to help students develop skills in areas such as emotional regulation, social interaction, and resilience. Building on this provision, further children are now receiving additional support through the Hamish and Milo programme, which complements ELSA by offering structured activities to promote wellbeing and positive mental health. These initiatives demonstrate the school's commitment to ensuring that all students, particularly those with additional social and emotional needs, are supported to thrive both academically and personally.





Thrybergh Primary Pupil Premium Strategy Report