

# Pupil Premium Strategy Statement

## Thorney Island Community Primary School - 2025-2026

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   | Thorney Island Community Primary School             |
| Number of pupils in school  | 184   |
| Proportion (%) of pupil premium eligible pupils                         | 8%  |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2026   |
| Date this statement was published                                       | December 2025                                       |
| Date on which it will be reviewed                                       | December 2024 ✓<br>December 2025 ✓<br>December 2026 |
| Statement authorised by   | Mr Dean Clegg                                       |
| Pupil premium lead  | Mrs Jenny Jones                                     |
| Governor / Trustee lead   | Mr Peter Lovell                                     |

### Funding overview

| Detail   | Amount         |
|--|----------------|
| Pupil premium funding allocation this academic year                                    | £23,775        |
| Recovery premium funding allocation this academic year                                 | (Ended)        |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0             |
| <b>Total budget for this academic year</b>   | <b>£23,775</b> |

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

Our curriculum aspires to instil a lifelong love of learning. At Thorney Island Community Primary School, we aim to offer an exciting, challenging curriculum, which is ambitious for all learners. We ensure that teaching and learning opportunities meet the needs of all pupils.

We ensure that appropriate provision is made for pupils who belong to all vulnerable groups; this includes the needs of socially disadvantaged children.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. Our approach is responsive to both common challenges and individual needs and not based on assumptions about the impact of disadvantage

We also 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.

Pupil Premium funding will be allocated based on need. Not all children receiving FSM will be in receipt of pupil premium interventions at one time. We will adopt approaches that complement each other to help pupils excel.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p>At the end of KS2, in 2024-25, 50% of disadvantaged children reached at least the expected standard in Reading, 0% reached the expected standard in Writing and 0% met the expected standard in Maths. It must be noted that this data is for 2 children and both children were on the SEN register, one with an EHCP and he did not sit his end of KS2 SATs.</p> <p>At the end of KS2, in 2023-24, 80% of disadvantaged children reached at least the expected standard in Reading (20% of these reached greater depth), 60% met the expected standard in Writing and 80% of met at least the expected standard in Maths (40% of these reached GD). 1 child out of 5 was on our SEN Register. 60% of disadvantaged children reached the expected standard in RWM, compared to 34.5% nationally.</p> |

|   |   |
|---|---|
|   | At the end of KS2, in 2022-23, only 50% (4 children) of disadvantaged children reached the expected standard in KS2 SATs (1 child out of 8 was on our SEN Register).  |
| 2 | <p>By the end of 2024-25, in the whole school, 66% of disadvantaged children had made expected or more progress in Reading, 53% in Writing and 73% in Maths. 40% of the disadvantaged group of children are also on the school SEN Register, including 27% with an EHCP. These children need to continue to make progress inline with, or more than, their peers.</p> <p>By the end of 2023-24, in the whole school, 65% of disadvantaged children had made expected or more progress in Reading, 75% in Writing and 85% in Maths. 40% of the disadvantaged group of children are also on the school SEN Register, including 20% with an EHCP. These children need to continue to make progress inline with, or more than, their peers.</p> <p>By the end of 2022-23, in the whole school, 91% of disadvantaged children had made expected or more progress in Reading, 81% in Writing and 86% in Maths. 35% of the disadvantaged group of children are also on the school SEN Register. These children need to continue to make progress inline with, or more than, their peers.</p> |
| 3 | Some disadvantaged children have limited access to wider enrichment activities due to complex home lives, complex family setups or financial burdens.   |
| 4 | <p>During the year 2024-25, attendance for disadvantaged pupils was 91.6%, which was above the national average for disadvantaged pupils of 89.4%, however, lower in comparison to whole school attendance of 95.6%. 20% of disadvantaged children (3) at TICPS were classed as 'persistently absent' so they had absence below 90%.</p> <p>During the year 2023-34, attendance for disadvantaged pupils was 90.5%, which was above the national average for disadvantaged pupils of 88.9%, however, lower in comparison to whole school attendance of 95.9%. 33% of disadvantaged children (7) at TICPS were classed as 'persistently absent' so they had absence below 90%.</p> <p>The attendance of our disadvantaged pupils for 2022-23 was 89.4%, which was above the national average for disadvantaged pupils (88.6%), however, lower in comparison to 95.1% for all pupils at TICPS.</p>  |
| 5 | Some disadvantaged children have high levels of social and emotional needs, which can affect attainment and wellbeing.  |

## 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   |
|--|--|
| Disadvantaged children, without SEN, to reach age related expectations in line with their peers in RWM at the end of KS2.  | The percentage of disadvantaged children, without SEN, reaching age related expectations in RWM to be in line with their peers at the end of at KS2.<br>Children with SEN will make good or more progress in RWM from their starting points. |
| As a group disadvantaged pupils to make excellent progress over time, narrowing the gap towards achieving Age Related Expectations.  | For at least 85% of the group (with SEN and without) to make expected or more progress in RWM over the year.   |
| All pupils, and particularly our disadvantaged pupils, feel highly valued in school, through clear support for their wellbeing and full access to all available opportunities. | For at least 85% of disadvantaged children to have attended at least two extra-curricular clubs this academic year.  |
| Disadvantaged pupils who attend TICPS will understand the value of good attendance and make improvement over time.   | The attendance data for disadvantaged children will improve from the 2023-24 data (90.5%) and be more inline with whole school attendance.   |
| The social and emotional needs of disadvantaged children to be supported to enable them to feel safe and happy at school and improve attainment.                               | All disadvantaged children will feel happy in school and attain well.  |

## Activity in This Academic Year

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: £2,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Continue the implementation of Monster Phonics, a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils across the school.  | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> | 1,2                           |
| Teaching Assistants will be up-skilled in particular areas to maximise the impact of their skill set and ensure that there is consistency of approach and that support is high quality. The impact they can make with disadvantaged children will be highlighted and developed. | Effective deployment of additional adults will have high impact on outcomes. Professional development and appraisal can help ensure skills are developed and shared, so adults make the most impact on children's learning.   | 1,2,5                         |
| Implementation and monitoring of Jigsaw PSHE Scheme to improve whole school social and emotional learning.  | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) (EEF)   | 5                             |
| ECTs and Middle Leaders will be coached and mentored to ensure provision is appropriate and effective for all pupils.   | EEF evidence shows that effective mechanisms for professional development will improve outcomes for children.   | 1.2                           |

## Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,775

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Targeted 1:1 or small group intervention to supplement the daily phonics teaching in EYFS and KS1 will be delivered by trained adults.  | <p>Analysis of phonics assessments completed in Summer Term 2024 showed that particular children had specific gaps in their phonics knowledge. Phonics teaching and targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, as documented in the EEF Toolkit.</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. EEF Teaching and Learning Toolkit, July '21, using 62 studies.</p> <p>EEF Planning Guide July 21, 121 studies were reviewed of intensive support being provided in phonics, in small groups and one to one, with the aim to support pupils to catch up with their peers. Pupils provided with one to one support increased by an additional 5 months in their phonics development and pupils in small group interventions increased by 4 months</p> | 1,2                           |
| Teaching Assistants will be up-skilled in particular areas to maximise the impact of their skill set and ensure that there is consistency of approach and that support is high quality. These areas include Monster Phonics interventions, TRUGS, Rapid Writing, Code reading scheme, Toe by Toe            | <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has higher impact.</p> <p>For one to one tuition led by TAs, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported e.g. when delivering a structured intervention (EEF)</p>  | 1,2                           |
| Pupils who may require more targeted support are identified on a daily basis and immediate support and feedback given by teaching staff. To use appropriate diagnostics to acutely identify gaps in knowledge/barriers to learning in order to plan high quality interventions matched to individual needs. | Evidence from previous years and the EEF Toolkit suggests that high quality, timely feedback and quality questioning, are effective ways to improve attainment. Same day intervention allows for this feedback to be timely and effective  | 1,2,5                         |

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|---|---|-----|
| Regular one to one tuition by teachers and HLTAs for those children who require additional support with phonics, reading, writing or maths will be provided.  | EEF Toolkits highlights the effectiveness of one to one tuition in improving pupil outcomes. This tuition will be additional to and explicitly linked with normal lessons.<br><br>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>               | 1,2 |
| School Start speech and language programme to be delivered weekly by an additional trained teacher to small groups from EYFS. Other 1:1 Speech and Language support delivered regularly by a trained TAs with support from West Sussex Speech and Language service. | Through liaising with feeder Nurseries in the Summer Term 2024 it was established that SLCN were high for some children entering Reception in Sept 2024. Following early discussions with West Sussex Speech and Language service it has been recommended that the School Start programme is implemented in school. This is a targeted intervention for language and sound awareness in reception class is a practical resource that can be used with children who need additional help in developing communication skills during the first year of school. | 1,2 |

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

Budgeted cost: £6,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Ensuring a whole school approach to supporting pupil mental health and wellbeing, particularly of our disadvantaged/vulnerable pupils through our values and curriculum, with careful identification of pupils who would benefit from further support through: ELSA (Emotional Literacy Support Assistant) sessions, Zones of Regulation, pastoral/nurture support sessions or access to Drawing and Talking sessions. | Young Minds charity Oct '22: Record numbers of children and young people are seeking out mental health support, with many of them not being able to access the support and treatment they need.<br><br>At TICPS, approximately 72% of our disadvantaged children are from single-parent families or families who have experienced separation/divorce so these children are closely supported to cope with these situations through nurture support. | 4,5                           |
| To employ a "Drawing and Talking" Practitioner who supports the emotional well-being of  | Children who have their emotional and social needs met are in a better place to make progress with their learning. Teacher and  | 3, 4,5                        |

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| <p>children, including disadvantaged, and alleviate emotional or psychological problems as a therapeutic pre-intervention.</p> <p>A trained ELSA will be employed to meet the day-to-day emotional needs of the children, particularly the disadvantaged.</p> <p>To provide subsidies and financial support to enable disadvantaged children to access all school trips and residential.</p> <p>Identifying appropriate enrichment opportunities to meet interests and skills of disadvantaged children, and ensure participation in these. Monitor attendance at these.</p> <p>Specialist support for children and families with additional needs e.g. family problems, attendance problems is maintained and allows external agency involvement to be sought and collaborative working e.g. Early Help, School Nurse, Fair Access etc.</p> <p>Parent workshops to support phonics and reading development at home. Parents invited in to read with children in school. Books at Bedtime event to promote a love of reading at bedtime.</p> <p>Close monitoring of attendance of disadvantaged children and absence is followed up quickly by school staff. Support from outside agencies sourced if necessary.</p> | <p>parental feedback is used to monitor the impact of this intervention, as well as pupil voice pre and post intervention. A number of the disadvantaged children in our school carry the burden of family issues and so this 1:1 support allows them to share these and make better progress with their learning as a result.</p> <p>Social and emotional skills support effective learning and are linked to positive outcomes later in life (EEF). Children will demonstrate increasing resilience and settle quickly to school and lessons so disruptions are a rarity.</p> <p>An enriching and stimulating curriculum along with offering extra-curricular activities, impacts positively on enjoyment and engagement with learning and therefore attendance, progress, attainment and behaviour. Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning (EEF).</p> <p>Working with external agencies to support disadvantaged children and families improves the attendance and wellbeing of these children and therefore their attainment and progress. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>EEF reports that carefully designed school communications can have a positive impact on parents' beliefs and behaviours. For example, most parents underestimate the number of days their child has been absent from school and act differently when given accurate information. In one study, 72% of parents with higher-than-average absence students did not know that their children had missed more school than their classmates. When informed of their child's total absences, they made extra efforts to improve attendance. One way that schools can support this is with simple letters to parents with above-average absences stating the total number of days that their child</p> |  |
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|  | has missed that year, framed in a way that encourages parents to support attendance<br>Working Together to Improve School Attendance DfE, Sept 22: Schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. |  |
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**Total Budgeted Cost: £24,985**

## Part B: Review of Outcomes in the Previous Academic Year

### Pupil Premium Strategy Outcomes

Below are the intended outcomes of our Pupil Premium Strategy 2023-2026 and the progress made in the year 2024-25. Although, percentages have been generated as part of data analysis, the mindset at Thorney Island Community Primary School is one whereby our disadvantaged pupils are individuals and should be treated as such. The impact summary should be read with an appreciation that behind every percentage is a pupil with a story and learning journey unique to them.

| Intended Outcome  | Success Criteria  | Review (December 2025)   |                        |                        |                      |                        |  |                      |  |  |    |   |    |   |    |   |                           |     |     |     |     |     |     |
|---|---|--|------------------------|------------------------|----------------------|------------------------|--|----------------------|--|--|----|---|----|---|----|---|---------------------------|-----|-----|-----|-----|-----|-----|
| Disadvantaged children, without SEN, to reach age related expectations in line with their peers in RWM at the end of KS2.               | <p>The percentage of disadvantaged children, without SEN, reaching age related expectations in RWM to be in line with their peers at the end of at KS2.</p> <p>Children with SEN will make good or more progress in RWM from their starting points.</p> | <p>At the end of KS2, in 2024-25, 50% of disadvantaged children reached the expected standard in Reading, 0% met the expected standard in Writing and 0% of met at least the expected standard in Maths. It must be noted that this data is for 2 children and both children were on the SEN register, one with an EHCP and he did not sit his end of KS2 SATs.</p> <p>The one disadvantaged child with SEN (School Support) made accelerated progress in Reading, Writing and Maths.</p>  |                        |                        |                      |                        |  |                      |  |  |    |   |    |   |    |   |                           |     |     |     |     |     |     |
| As a group disadvantaged pupils to make excellent progress over time, narrowing the gap towards achieving Age Related Expectations.     | For at least 85% of the group (with SEN and without) to make expected or more progress in RWM over the year.  | <p>By the end of 2024-25, in the whole school, 66% of disadvantaged children had made expected or more progress in Reading, 53% in Writing and 73% in Maths. 53% of the group made expected or more progress in all RWM.</p> <p>At the end of 2024-25:</p> <table><tr><th></th><th colspan="2">Reading<br/>Summer 2025</th><th colspan="2">Writing<br/>Summer 2025</th><th colspan="2">Maths<br/>Summer 2025</th></tr><tr><th></th><th>E+</th><th>A</th><th>E+</th><th>A</th><th>E+</th><th>A</th></tr><tr><td>Disadvantaged<br/>(15 chn)</td><td>66%</td><td>33%</td><td>53%</td><td>13%</td><td>73%</td><td>27%</td></tr></table> <p>40% of the disadvantaged group of children are also on the school SEN Register, including 27% (4 children) with an EHCP. Support in place during the year included additional reading to an adult, additional phonics support, in-class support, typing support, Rapid Writing intervention, 1:1 tuition.</p> |                        | Reading<br>Summer 2025 |                      | Writing<br>Summer 2025 |  | Maths<br>Summer 2025 |  |  | E+ | A | E+ | A | E+ | A | Disadvantaged<br>(15 chn) | 66% | 33% | 53% | 13% | 73% | 27% |
|   | Reading<br>Summer 2025  |  | Writing<br>Summer 2025 |                        | Maths<br>Summer 2025 |                        |  |                      |  |  |    |   |    |   |    |   |                           |     |     |     |     |     |     |
|   | E+  | A  | E+                     | A                      | E+                   | A                      |  |                      |  |  |    |   |    |   |    |   |                           |     |     |     |     |     |     |
| Disadvantaged<br>(15 chn)   | 66%   | 33%  | 53%                    | 13%                    | 73%                  | 27%                    |  |                      |  |  |    |   |    |   |    |   |                           |     |     |     |     |     |     |
| All pupils, and particularly our disadvantaged pupils, feel highly valued in school, through clear support for their wellbeing and full | For at least 85% of disadvantaged children to have attended at least two extra-curricular clubs this academic year.   | In 2024-25, 80% of disadvantaged children in the school attended at least one extra-curricular club. 20% attended only one in the year, 33% attended two and 27% attended 3 or more clubs. Therefore 60% of disadvantaged children attended 2 or more clubs.   |                        |                        |                      |                        |  |                      |  |  |    |   |    |   |    |   |                           |     |     |     |     |     |     |

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| access to all available opportunities.   |  | 100% of disadvantaged children attended school visits during the year, including the Year 6 residential.  |
| Disadvantaged pupils who attend TICPS will understand the value of good attendance and make improvement over time.                               | The attendance data for disadvantaged children will improve from the 2022-23 data (89.4%) and be more inline with whole school attendance. | <p>During the year 2024-25, attendance for disadvantaged pupils was 91.6%, which was above the national average for disadvantaged pupils of 89.4%, however, lower in comparison to whole school attendance of 95.6%. 20% of disadvantaged children (3) at TICPS were classed as 'persistently absent' so they had absence below 90%.</p> <p>Disadvantaged children's attendance has increased very slightly since 2023-24. One child's increased from 58.1% in December 2024 to 77.1% in July 2025 due to social services involvement and a change of living placement (his current 2025-26 attendance is 96.3%). Another disadvantaged child with an EHCP has started attending alternative provision since June 2025. In December 2024 his attendance was 77.4%. It is currently 82% so far for this academic year.</p> |
| The social and emotional needs of disadvantaged children to be supported to enable them to feel safe and happy at school and improve attainment. | All disadvantaged children will feel happy in school and attain well.  | <p>4 (27%) disadvantaged children received group Drawing and Talking therapy for 10 weeks during 2024-25. All engaged well with the sessions. Pupil voice showed they enjoyed these sessions and appreciated the time to talk.</p> <p>Additional regular 1:1 nurture support has been in place for 27% of the children, particularly around transition as well as ad-hoc for those who needed it during the year. Pupil voice and parent voice shows that this support has benefitted the children's emotional wellbeing. One Year 5 child spends time with our ELSA, supporting the younger children with a speech and language groups and this has improved his self-esteem and therefore his attendance.</p>   |

| Intended Outcome  | Success Criteria  | Review (December 2024)   |                        |                        |                      |                        |                    |                      |  |                    |  |  |      |    |      |    |      |    |      |    |
|---|---|--|------------------------|------------------------|----------------------|------------------------|--------------------|----------------------|--|--------------------|--|--|------|----|------|----|------|----|------|----|
| Disadvantaged children, without SEN, to reach age related expectations in line with their peers in RWM at the end of KS2. | <p>The percentage of disadvantaged children, without SEN, reaching age related expectations in RWM to be in line with their peers at the end of at KS2.</p> <p>Children with SEN will make good or more progress in RWM from their starting points.</p> | <p>At the end of KS2, in 2023-24, 80% of disadvantaged children reached at least the expected standard in Reading (20% of these reached greater depth), 60% met the expected standard in Writing and 80% of met at least the expected standard in Maths (40% of these reached GD). 1 child out of 5 was on our SEN Register. 60% of disadvantaged children reached the expected standard in RWM, compared to 34.5% nationally.</p> <table><tr><th></th><th colspan="2">Reading<br/>Summer 2024</th><th colspan="2">Writing<br/>Summer 2024</th><th colspan="2">Maths<br/>Summer 2024</th><th colspan="2">RWM<br/>Summer 2024</th></tr><tr><td></td><td>EXS+</td><td>GD</td><td>EXS+</td><td>GD</td><td>EXS+</td><td>GD</td><td>EXS+</td><td>GD</td></tr></table> |                        | Reading<br>Summer 2024 |                      | Writing<br>Summer 2024 |                    | Maths<br>Summer 2024 |  | RWM<br>Summer 2024 |  |  | EXS+ | GD | EXS+ | GD | EXS+ | GD | EXS+ | GD |
|   | Reading<br>Summer 2024  |  | Writing<br>Summer 2024 |                        | Maths<br>Summer 2024 |                        | RWM<br>Summer 2024 |                      |  |                    |  |  |      |    |      |    |      |    |      |    |
|   | EXS+  | GD   | EXS+                   | GD                     | EXS+                 | GD                     | EXS+               | GD                   |  |                    |  |  |      |    |      |    |      |    |      |    |

|  |  |   |                     |                     |                   |                     |      |                   |     |     |    |                        |      |    |      |     |                        |     |      |     |     |     |     |
|--|--|---|---------------------|---------------------|-------------------|---------------------|------|-------------------|-----|-----|----|------------------------|------|----|------|-----|------------------------|-----|------|-----|-----|-----|-----|
|  |  | <table><tr><td>TICPS End of KS2</td><td>80%</td><td>20%</td><td>60%</td><td>0%</td><td>80%</td><td>40%</td><td>60%</td><td>0%</td></tr><tr><td>National Disadvantaged</td><td>62.2</td><td>18</td><td>58.5</td><td>6.4</td><td>49.2</td><td>8.9</td><td>34.5</td><td>0.8</td></tr></table> <p>The one disadvantaged child with SEN (EHCP) made expected progress in Reading and Writing and accelerated progress in Maths but did not access end of KS2 assessments.</p>  | TICPS End of KS2    | 80%                 | 20%               | 60%                 | 0%   | 80%               | 40% | 60% | 0% | National Disadvantaged | 62.2 | 18 | 58.5 | 6.4 | 49.2                   | 8.9 | 34.5 | 0.8 |     |     |     |
| TICPS End of KS2   | 80%  | 20%   | 60%                 | 0%                  | 80%               | 40%                 | 60%  | 0%                |     |     |    |                        |      |    |      |     |                        |     |      |     |     |     |     |
| National Disadvantaged   | 62.2   | 18  | 58.5                | 6.4                 | 49.2              | 8.9                 | 34.5 | 0.8               |     |     |    |                        |      |    |      |     |                        |     |      |     |     |     |     |
| As a group disadvantaged pupils to make excellent progress over time, narrowing the gap towards achieving Age Related Expectations.  | For at least 85% of the group (with SEN and without) to make expected or more progress in RWM over the year.                               | <p>By the end of 2023-24, in the whole school, 65% of disadvantaged children had made expected or more progress in Reading, 75% in Writing and 85% in Maths. 65% of the group made expected or more progress in all RWM.</p> <p>At the end of 2023-24:</p> <table><tr><td></td><td colspan="2">Reading Summer 2024</td><td colspan="2">Writing Summer 2024</td><td colspan="2">Maths Summer 2024</td></tr><tr><td></td><td>E+</td><td>A</td><td>E+</td><td>A</td><td>E+</td><td>A</td></tr><tr><td>Disadvantaged (20 chn)</td><td>65%</td><td>20%</td><td>75%</td><td>10%</td><td>85%</td><td>25%</td></tr></table> <p>40% of the disadvantaged group of children are also on the school SEN Register, including 20% with an EHCP. Support in place during the year included additional reading to an adult, additional phonics support, in-class support, typing support, Rapid Writing intervention, 1:1 tuition.</p> |                     | Reading Summer 2024 |                   | Writing Summer 2024 |      | Maths Summer 2024 |     |     | E+ | A                      | E+   | A  | E+   | A   | Disadvantaged (20 chn) | 65% | 20%  | 75% | 10% | 85% | 25% |
|  | Reading Summer 2024  |   | Writing Summer 2024 |                     | Maths Summer 2024 |                     |      |                   |     |     |    |                        |      |    |      |     |                        |     |      |     |     |     |     |
|  | E+   | A   | E+                  | A                   | E+                | A                   |      |                   |     |     |    |                        |      |    |      |     |                        |     |      |     |     |     |     |
| Disadvantaged (20 chn)   | 65%  | 20%   | 75%                 | 10%                 | 85%               | 25%                 |      |                   |     |     |    |                        |      |    |      |     |                        |     |      |     |     |     |     |
| All pupils, and particularly our disadvantaged pupils, feel highly valued in school, through clear support for their wellbeing and full access to all available opportunities. | For at least 85% of disadvantaged children to have attended at least two extra-curricular clubs this academic year.                        | <p>In 2023-24, 90% of disadvantaged children in the school attended at least one extra-curricular club. 25% attended only one in the year, 20% attended two and 45% attended 3 or more clubs. Therefore 65% of disadvantaged children attended 2 or more clubs.</p> <p>100% of disadvantaged children attended school visits during the year, including the Year 6 residential.</p>   |                     |                     |                   |                     |      |                   |     |     |    |                        |      |    |      |     |                        |     |      |     |     |     |     |
| Disadvantaged pupils who attend TICPS will understand the value of good attendance and make improvement over time.   | The attendance data for disadvantaged children will improve from the 2022-23 data (89.4%) and be more inline with whole school attendance. | <p>During the year 2023-34, attendance for disadvantaged pupils was 90.5%, which was above the national average for disadvantaged pupils of 88.9%, however, lower in comparison to whole school attendance of 95.9%. 33% of disadvantaged children (7) at TICPS were classed as ‘persistently absent’ so they had absence below 90%.</p> <p>Disadvantaged children’s attendance has increased very slightly since 2022-23 and Early Help support was in place for a family of two children to help improve attendance and this will continue in 2024-25.</p>  |                     |                     |                   |                     |      |                   |     |     |    |                        |      |    |      |     |                        |     |      |     |     |     |     |

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| The social and emotional needs of disadvantaged children to be supported to enable them to feel safe and happy at school and improve attainment. | All disadvantaged children will feel happy in school and attain well. | 3 (15%) disadvantaged children received 1:1 Drawing and Talking therapy for 10 weeks during 2023-24. All engaged well with the sessions. Pupil voice showed they enjoyed these sessions and appreciated the time to talk.<br><br>Additional regular 1:1 nurture support has been in place for 30% of the children, particularly around transition as well as ad-hoc for those who needed it during the year. |

## 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        |
|---------------------------|-----------------|
| Monster Phonics resources | Monster Phonics |
| Jigsaw PSHE               | Jigsaw PSHE     |

## Service Pupil Premium Funding – See Additional Information Provided on the School Website