

Pupil premium strategy statement – Thomlinson Junior School

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	227
Proportion (%) of pupil premium eligible pupils	15%
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)	2025-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs Maxwell
Pupil premium leads	Mrs Maxwell / Mrs Brown
Governor lead	Mrs Vailionis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£60,150

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Thomlinson Junior School, is to ensure that all children are offered an ambitious, inclusive and progressive curriculum, enabling them to make excellent progress from their unique starting points and equipping them with the skills and knowledge for future learning and success.

In order to do this, the key principles of our Pupil Premium Strategy are:

- To provide a broad and balanced curriculum with quality first teaching which meets the needs of all our pupils.
- All staff within school are committed and responsible for meeting the social, emotional and academic needs of all our pupils.
- To work closely with families to offer support and raise expectations.

In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. Therefore, this funding is used to support any pupil or groups of pupils the school has identified as needing additional support to close the gap.

As a school at the heart of Wigton, Cumbria, we are deeply committed to ensuring that our pupils grow up with a strong sense of belonging, pride in their community and confidence in their future. We recognise both the opportunities and challenges that come with growing up in a rural market town, and we are determined that no child's life chances are limited by circumstance, geography or disadvantage. Our curriculum and wider provision are designed to broaden horizons, raise aspirations and help pupils see that success can take many forms — locally, regionally and beyond.

Our leaders' ambition and drive underpin all that we do; we are determined that every disadvantaged pupil will be given the opportunity to thrive — both within our school community and as they move forward into secondary education and adult life. Through high expectations, targeted support, and a culture of aspiration, we aim to empower all pupils to flourish academically, socially and personally, preparing them to succeed in further education, contribute positively to the Wigton community, and make a meaningful impact on wider society.

Challenges

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

Challenge number	Detail of challenge
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1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Year 3 through to Year 6 and, in general, are more prevalent among our disadvantaged pupils than their peers.
2	End of Key Stage 2 teacher assessments in 2025 indicates that writing attainment among disadvantaged pupils remains significantly below that of their non-disadvantaged peers. The assessments show that 69% of non-disadvantaged pupils achieved the expected standard in writing, compared to 50% of disadvantaged pupils, highlighting a continued gap in performance.
3	Assessments, observations, and discussions with pupils suggest that disadvantaged pupils generally experience greater difficulties with reading compared to their peers. Many are not meeting their reading targets in 'Accelerated Reader' quizzes and are not progressing as far as non-disadvantaged pupils. Lower levels of engagement in reading at home also contribute to this gap
4	Baseline assessments on entry to Year 3 indicate that disadvantaged pupils have lower attainment levels on the Read Write Inc. (Phonics) assessments compared to their peers.
5	A high proportion of Pupil Premium (PP) pupils have Special Educational Needs and Disabilities (SEND), with 43% identified as having additional needs. Many of these pupils face multiple challenges and barriers to learning, including difficulties with reading, writing, vocabulary development, attention and focus, and limited access to learning support at home.
6	From conducting surveys, we found that disadvantaged pupils participate less in extracurricular activities, including PTA events, compared to their peers.

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
Improved oral language, speaking, and listening skills among disadvantaged pupils	By the end of Year 6, pupils demonstrate increased participation and confidence in classroom discussions, showing measurable progress in oral language, speaking, and listening skills from their starting point in Year 3.
Increase the proportion of disadvantaged pupils achieving the expected standard in writing at the end of Key Stage 2, reducing	By the end of Key Stage 2 in 2026, the percentage of disadvantaged pupils

<p>the attainment gap with their non-disadvantaged peers</p>	<p>achieving the expected standard in writing increases, resulting in a narrowed attainment gap with their non-disadvantaged peers, as measured by teacher assessments</p> <p>Consistent progress shown in termly writing assessments and writing portfolios.</p>
<p>Disadvantaged pupils make progress in reading, meeting or exceeding their reading targets, and demonstrate increased engagement with reading both in school and at home, closing the gap with their non-disadvantaged peers.</p>	<p>By the end of Year 6, disadvantaged pupils, from their starting point in Year 3, will demonstrate progress in reading by:</p> <p>Meeting or exceeding their Accelerated Reader targets.</p> <p>Increased frequency of reading at home and in school, recorded in reading logs.</p> <p>Improved comprehension scores in Accelerated Reader quizzes, STAR Reader assessments, and summative NFER reading tests.</p> <p>Positive engagement in guided reading sessions, echo reading, and class discussions.</p>
<p>Disadvantaged pupils complete the Read Write Inc. phonics programme and achieve at least the expected standard, closing the attainment gap with their peers by the end of Year 3</p>	<p>By the end of Year 3 in 2026, 100% of disadvantaged pupils complete the Read Write Inc. programme.</p> <p>Progress tracked through termly phonics assessments and teacher records.</p>
<p>Pupil Premium pupils with SEND make good progress in key areas, including reading, writing, vocabulary, and attention, supported by targeted interventions and resources.</p>	<p>SEND Pupil Premium pupils make at least expected progress in reading, writing, and vocabulary according to formative and summative assessments.</p> <p>‘One Page Profile’ targets are met.</p> <p>Evidence of progress in targeted interventions recorded in pupil progress meetings.</p>
<p>Disadvantaged pupils participate more fully in extracurricular activities, including PTA events, achieving levels of engagement comparable to their peers.</p>	<p>Participation rates of disadvantaged pupils in extracurricular activities and PTA events increase to match or closely approach those of non-disadvantaged pupils.</p>

	<p>Positive feedback from pupils, parents, and staff regarding engagement in activities.</p> <p>Attendance records show measurable improvement in participation across events.</p>
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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)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will embed dialogic activities across the school curriculum to help pupils articulate key ideas, consolidate understanding, and extend vocabulary. This will be supported through the purchase of appropriate resources, ongoing teacher training, and allocated release time for staff.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF</p> <p>Use 'Spotlight to Oracy Language Development' training materials from Town End Research School, to share best practice with staff and support the development of oracy across the curriculum</p>	1,2,3
<p>Enhancement of our Writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access WELL</p>	<p>The DfE Guidance: The writing framework</p> <p>'Sentenced to Success' Programme RS Network Home Page</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	2

training 'Sentenced to Success'	Improving Literacy in Key Stage 2 EEF	
Supply cover for teacher to attend training sessions.		

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils to continue programme taught at the feeder Infant School. (Read Write Inc Yearly Subscription Including cover for teacher training.)</p>	<p>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: Phonics Teaching and Learning Toolkit EEF</p>	3,4,5
<p>Purchase a day's training for 'Reader Leaders' with the CLT and cover for teacher to lead training with expert.</p> <p>Equip selected Year 6 pupils with the skills, confidence, and strategies to:</p>	<p>The 'Reader Leader' mentoring programme for primary and secondary schools helps to support a culture of reading across a school especially for the most disadvantaged students.</p> <p>The Leaders learn how to be reading mentors and gain knowledge in phonics, word knowledge and the reading process as well as understanding barriers to learning and how to be an effective mentor. The training is fully supported with information packs and resources.</p> <p>Children' Literacy Charity</p>	3

<p>Inspire their peers to read more widely.</p> <p>Support younger or same-year pupils in achieving reading targets.</p> <p>Promote a positive reading culture across the school.</p>	<p>https://thechildrensliteracycharity.org.uk/schools-reader-leader/</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidized to clubs, trips, and events.</p> <p>Including residential, work with charities and organisations. (NADT Primary Programme)</p>	<p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</p>	<p>6</p>

Total budgeted cost: £ £60,150

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Pupils (PP) and Non-Pupil Premium Pupils (Non-PP) for 2025:

% reaching expected standard or higher in Key Stage 2 SATS:

Subject	Pupil Premium	Non-Pupil Premium	Difference (PP – Non-PP)
Maths	63%	57%	6+
Reading	75%	61%	14+
Writing	50%	71%	-21
RWM	50%	45.1%	5+

Analysis of 2025 outcomes shows that Pupil Premium (PP) pupils performed as well as or better than Non-Pupil Premium (Non-PP) pupils in most areas.

- Reading outcomes are particularly strong, with PP pupils achieving 14 percentage points higher than Non-PP, indicating effective targeted reading support and intervention.
- Maths and RWM combined also show small but positive differences in favour of PP pupils (+6 and +5 respectively).
- Writing remains a key area for improvement, with PP pupils 21 percentage points below their Non-PP peers.

Overall, the data reflects strong impact of Pupil Premium strategies in Reading and Maths, while Writing should be a continued focus for targeted intervention and quality-first teaching next year.

Evaluation of Impact and Next Steps

The 2025 outcomes demonstrate that current Pupil Premium strategies are having a positive impact on attainment, particularly in Reading and Maths, where disadvantaged pupils have achieved higher results than their Non-Pupil Premium peers (+14 and +6 percentage points, respectively). These outcomes suggest that targeted interventions—such as guided reading groups, precision teaching, and small-group maths support—are effectively closing the gap and, in some cases, reversing it.

However, Writing outcomes remain an area of concern, with PP pupils performing 21 percentage points below Non-PP pupils. To address this, the school will prioritise writing development across the curriculum, with a focus on improving vocabulary, sentence structure, and opportunities for extended writing. Continued monitoring, teacher CPD on feedback and modelling, and focused intervention groups will form part of the next steps.

Overall, the evidence indicates that disadvantaged pupils are benefiting from well-targeted support, and the school will continue to refine its approach to ensure these gains are sustained and extended across all subjects.

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
White Rose Maths	White Rose Maths
Times Table Rock Stars	Maths Circle
Accelerated Reader	Renaissance
Jigsaw	Jigsaw
Purple Mash	2 Simple Software
Spelling Shed / Ed Shed	Education Shed

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.