

Theale C of E Primary School Pupil Premium Strategy Statement

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 (please also refer to the school website for a more detailed budget overview, <https://www.thealeprimary.co.uk/Pupil-Premium/>)

Detail	Data
School name	Theale C of E Primary School
Number of pupils in school	300
Proportion of disadvantaged pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2026; 2026-2027; 2027-2028
Publish date	December 2025
Review date	July 2028
Statement authorised by	C. Morley (Headteacher)
Pupil premium lead	R. Dobashi
Governor lead	M. Davy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,385
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£89,385

Part A: Pupil premium strategy plan

Statement of intent

“I have come that they may have life and that they may have it more abundantly.” John 10.10

At Theale CE Primary School, we believe that children come first. We believe in striving for the best education for all children and for all children to have equal access to an excellent learning experience. We aim to ensure that no children should be disadvantaged educationally, irrespective of their background or the disadvantages they face. All children should leave Theale CE Primary equipped with the skills, confidence, resilience and determination needed to succeed in the future. We know that some learners may need greater support to achieve their full potential, which we strive to provide on an individualised, personal basis. Equity is fundamental in our school culture, and we tailor the support for each pupil’s individual circumstances to ensure effective access to outstanding education. The Pupil Premium Lead ensures the visibility of pupils in receipt of PPG, and all class teachers work to ensure their educational achievement and wellbeing. We undertake effective tracking and assessment throughout the academic year which allows us to put effective support and interventions in place as required. The tracking of pupils involves formalised assessment, teacher meetings and pupil voice activities. Finally, we strive to raise the profile of pupils in receipt of PPG by enabling them agency within their schooling.

We will

- Adopt a whole-school approach in which all staff take responsibility for the outcomes of pupils in receipt of PPG with specific PP staff meetings and targeted data-tracking
- Have the highest aspirations and expectations for all of our pupils, including those who are already high-attaining
- Strive for excellence and celebrate success
- Build positive relationships with the children and their families
- Ensure that all teaching and learning meets the needs of all of the pupils (evidence shows that this is imperative for all children)
- Make appropriate provision for pupils who belong to vulnerable groups, this includes ensuring that the needs of all pupils are adequately addressed, such as in attendance and behaviour
- Track pupil progress carefully, ensuring that specific provision is in place for all pupils whose circumstances may be considered ‘disadvantaged’ pupils
- Recognise that not all pupils who are experiencing disadvantage are registered or qualify for free school meals. We therefore allocate pupil premium funding to support any pupil or groups of pupils that the school have legitimately identified as experiencing disadvantage

Challenge

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

Challenge number	Detail of challenge																																				
1	<u>Communication</u> Communication and language skills can be more challenging for PP eligible pupils than for other pupils.																																				
2	<u>PSHE/ Well-being</u> Personal, social and emotional development skills can be more challenging for PP eligible pupils than for other pupils. Behaviour for some of our PP eligible pupils has a significant impact on how they manage the school day.																																				
3	<u>Aspiration/ Extra-curricular opportunities</u> A number of our PP eligible pupils have low aspirations for themselves. Levels of academic ambition and aspirations are sometimes lower in PP families. Some of the PP eligible pupils have limited experiences outside of school. Families experience diverse pressures, which means they may not be able to fully engage with their child’s learning or understand the need for consistently high expectations. This can unfortunately lead to lower aspiration and academic ambition.																																				
4	<u>Complexity of need</u> Many of our PP eligible pupils have significant and sometimes complex SEND (35%)																																				
5	<u>Attainment</u> Assessment data and observations indicate that disadvantaged pupils are achieving lower percentages of ARE than their non-disadvantaged peers (however the pupils did achieve above in comparison to the pupils nationally at the expected standard). Missed learning with their teachers in the periods of lockdown during the pandemic has only exacerbated the gap in many year groups. Priority will continue to be given to disadvantaged pupils when identifying any gaps in their learning ready for the new school year and putting interventions in place to ensure all pupils achieve ARE. <table><tr><th colspan="4">National Data KS2 comparison with PP 2024-5</th></tr><tr><th>Subject</th><th>National KS2 2025</th><th>National KS2 PPG</th><th>PP at Theale</th></tr><tr><td>Reading</td><td>75%</td><td>63%</td><td>90%</td></tr><tr><td>Writing</td><td>72%</td><td>59%</td><td>90%</td></tr><tr><td>Maths</td><td>74%</td><td>61%</td><td>90%</td></tr><tr><td>combined</td><td>62%</td><td>47%</td><td>90%</td></tr></table> <table><tr><th colspan="3">School Data KS2 comparison with PP 2024-5</th></tr><tr><th>Subject</th><th>(GDS) KS2 2025</th><th>(GDS) KS2 2025 PP</th></tr><tr><td>Reading</td><td>93 (55)%</td><td>90 (30)%</td></tr><tr><td>Writing</td><td>89 (39)%</td><td>90 (20)%</td></tr></table>	National Data KS2 comparison with PP 2024-5				Subject	National KS2 2025	National KS2 PPG	PP at Theale	Reading	75%	63%	90%	Writing	72%	59%	90%	Maths	74%	61%	90%	combined	62%	47%	90%	School Data KS2 comparison with PP 2024-5			Subject	(GDS) KS2 2025	(GDS) KS2 2025 PP	Reading	93 (55)%	90 (30)%	Writing	89 (39)%	90 (20)%
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	combined	89 (30) %	90 (20) %
	From the data we will continue to focus on narrowing the gap between our PP eligible pupils and their peers at Theale at greater depth in reading, writing and maths.		
6	<u>Home Engagement/Attendance</u> Some PP families are reluctant to engage with school life, including attending parent meetings and completing SAPs. Some evidence of poor punctuality and attendance in PP families.		

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
FS2 Children will be able to articulate their needs in socially appropriate ways for their age. This life skill will continue for older PP children.	Children will be able to communicate their needs with the adults who support them in school. As a result, children will feel listened to, respected and valued. This will permeate their relationships with their peers: children will be able to express themselves successfully, therefore building strong relationships formed in mutual respect. <u>Success criteria:</u> Improvement in GLD score in area of CL for PP children without SEND to be in line with all children nationally.
Each pupil will receive appropriate high-quality emotional and social support in school, and their families will also feel supported by the school, enabling the child to focus on their learning by developing strong learning behaviours.	All PP eligible pupils will be able to focus on their learning and feel supported emotionally, socially and academically. Positive relationships with adults at school and the involvement of pastoral staff, such as PP Lead, ELSA's and EHA (Emotional Health Academy), ensure pupil feel safe at school. Each pupil will take part in a range of activities in order to build self-esteem. Through encouraging positive expression of opinions, pupils will display patience and tolerance. Pupils will develop resilience and will work well individually and as part of a team. Each family will be supported with any social, emotional or financial concerns. <u>Success criteria:</u> Pupils are able to make expected progress regardless of any ACES or pastoral barriers. Pupil voice reports and lesson observations will demonstrate pupils are confident within class and within their social friendships, demonstrating intrinsic values.
To provide PP eligible pupils with a rich experience within a nurturing environment to develop their learning behaviours. These will be shared with families through activities such as	Pupils will be enthusiastic about attending school where they are exposed to a rich, varied curriculum and opportunities to pursue their interests. Pupils will be given a broad experience, experience success and become ambitious as a result. This ambition will transmit to the families, who will in turn develop high aspirations for their children. All PP eligible pupils will be able to focus on their learning and feel supported academically. Families will be supported

curriculum morning. This will lead to PP families having high aspirations for their children.	financially so that pupils may enjoy a rich curriculum, with offsite activities taking place outside of school. <u>Success Criteria:</u> Pupil voice reports and lesson observations will demonstrate high levels of engagement and data will show academic success across the curriculum.																								
For all PP eligible pupils including those with SEND to reach their full potential.	PP eligible pupils including those with SEND will make progress in line with school expectations in relation to their current attainment. These pupils will feel supported emotionally, socially and academically enabling them to build their self-esteem and reach their potential.																								
To ensure that appropriate support and adaptation of the curriculum will result in children reaching their potential and making at least expected progress. More able PP eligible pupils will be supported to achieve greater depth.	Targeted learners focused on by teachers, make progress in line with their peers and to increase percentage of children at ARE and GDS by July 2028. (Using entry and exit data) More able PP eligible pupils will receive tutoring to enable them to achieve GDS in writing and mathematics. Book looks and classroom observations clearly show disadvantaged pupils have suitable and, if appropriate, adapted input, to be able to fully access the learning. Pupils will feel proud of their achievements and will develop their own academic aspirations and talents. Pupils will have a desire to learn and to engage fully in school life and in extra-curricular activities. <u>Success criteria:</u> Pupils will achieve the ambitious targets that are set for them.																								
PP children will have good punctuality and attendance rates. PP children will attend all extra-curricular opportunities offered to them.	With regular positive communication from teachers, PP families will be keen to engage in school life and feel comfortable approaching school for financial support with trips or any other area which could be impacting the family, such as uniform or food. PP families will feel well-supported and be willing to participate in discussions about pupil progress and wellbeing and ensure that no child loses out on opportunities or have the resources needed to feel included in part of the school community. <table><tr><th>Attendance Data for Theale Primary</th><th colspan="2">2024 -2025</th></tr><tr><td>All pupils</td><td colspan="2">94.7%</td></tr><tr><td>PP eligible pupils</td><td colspan="2">91.9%</td></tr><tr><td>Non PP pupils</td><td colspan="2">95.5%</td></tr></table> Attendance will be closely monitored, and PP families will be supported with punctuality. Sustained high attendance demonstrated by data. Education Welfare Officer is working closely with families and the school. <table><tr><th>Persistent Absence*</th><th>Theale Primary</th><th>Nationally</th></tr><tr><td>2024-2025</td><td></td><td></td></tr><tr><td>All pupils</td><td>16.0%</td><td>14.3%</td></tr><tr><td>PP eligible pupils</td><td>29.6%</td><td>24.4%</td></tr></table>	Attendance Data for Theale Primary	2024 -2025		All pupils	94.7%		PP eligible pupils	91.9%		Non PP pupils	95.5%		Persistent Absence*	Theale Primary	Nationally	2024-2025			All pupils	16.0%	14.3%	PP eligible pupils	29.6%	24.4%
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	<u>*Compulsory School Age only</u> <u>Success criteria:</u> PP eligible pupils with attendance below 90% will diminish to below PA nationally.
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Activity in this academic year 2025-26

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: £4100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Pupil trails conducted throughout the year.</u> Case Study trails for targeted children. Book looks, classroom observations, use of scales to determine engagement in learning and pupil interviews will provide inclusive evidence of children's school experience.	There is clear evidence that high quality teaching can have the greatest impact upon a pupil's progress. EEF Effective Professional Development	1,4,5
<u>Increase the parental and personal expectations and aspirations of disadvantaged pupils</u> Use EEF guidance to evaluate how we engage with parents and how we communicate our expectations and aspirations for their children. Ensure all teachers understand their responsibility towards all disadvantaged pupils and monitor their engagement with the families. Pupil trails, including book looks, planning scrutiny, pupil interviews will assist us to ensure the pupil is being given all the opportunity to reach their own personal aspirations.	EEF Parental Engagement Guidance EEF Toolkit - Parental Engagement Parental support can have a clear positive impact on pupil's personal expectations of themselves and commitment to learning in all areas of school life. EEF Feedback Time spent with a pupil to talk about their experiences at school and their learning journey enable us to ensure that we are meeting the specific individual needs of the pupil. This also ensures that we are engaging them in their own learning and provides them with the power to affect their experience.	3,6
<u>Evaluation of English reading & writing teaching across the key stages</u> Staff meetings and SLT focus in this area. Staff training and INSET to disseminate pedagogy and practice throughout school. Teachers supported by English leads in both key stages to ensure they have the best teaching practise. Ongoing monitoring to assess the impact. We will carefully monitor how support staff are being utilised in the classroom to increase attainment.	EEF Literacy Guidance KS1 EEF Literacy Guidance KS2 We have been making changes to improve how we teach reading and writing. We are looking at how strategies are employed throughout the school to support the development of reading comprehension and writing skills. We will use our internal and external data to monitor the impact of our teaching on the PP eligible pupils.	5

<u>Whole school focus on developing key skills in all subjects.</u> Allocation of funds to ensure a robust programme of staff training, availability of time to allow subject leader development, access to CPD, so all teaching staff can increase understanding of quality subject progression and knowledge throughout the school. Impact of each CPD event to be recorded and monitored.	EEF Effective professional development EEF says 'great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.'	3, 4, 5
<u>Whole school focus on pedagogy</u> A bespoke instructional coaching support programme of support will be in place for all teachers including SLT and early career teachers will receive support via their mentor and ECT framework programme.	EEF Effective Professional Development	2,3,5,6
<u>Establishing expectations</u> Teachers to use the principles of Rosenshine to enhance their teaching. School to use the Walkthru's scheme to mentor and coach teachers in areas they want or need to development. School focus on effective teaching to establish key learning and behaviour expectations.	https://www.walkthrus.co.uk/effective-teaching Universal approaches can have positive overall impact/effect	2,3,4,5
<u>Communication and Language training</u> Teachers and TAs to have access to courses run by the Speech and Language Therapy Service to support the children's communication and language difficulties throughout the school with a focus on Early Years.	EEF Communication and Language approaches	3

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

Budgeted cost: £44781

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Targeted interventions and tutoring run by teachers</u> Funding for an experienced teacher to provide small group intervention to Y3/Y4 pupils in English and Maths. Funding for teachers to work across Y1 – Y6 to tutor PP eligible pupils. All data from assessments will be gathered in centrally and at each assessment point throughout the year children's progress monitored to ensure the intervention is having an impact. Teachers to follow guidance from the Cognition and Learning Team assessments.	EEF Small group tuition GOV.UK How schools are spending the funding successfully Provision of QFT, from existing teachers within school, and effective individualised support to target gaps in learning or to provide further challenge for pupils identified as needed.	1,3,5
<u>Times Tables Rockstars</u> This programme will be used throughout the school from Year 2. School to promote through termly extracurricular club. However, in KS2 the children will have responsibility to complete the tasks set with high expectations of it being completed. This will help to build up children's own 'buy in' to their learning.	EEF toolkit - Parental Engagement The EEF project on an in-app Maths intervention shows progress with an alternative app but we know that progress happens with effective and consistent practise.	5,6
<u>Promote a love of reading</u> All pupils that need daily reading to be prioritised by teachers and teaching assistants. School library to be updated, including new stock. Provide new and updated books for KS2 class readers. Ensure that good quality texts are available throughout the school.	EEF Improving Literacy KS1 EEF Improving Literacy in KS2 Nuffield research Child Parent reading	2,5
<u>ABC2Read</u> Pupils selected from KS2 see a reading volunteer twice a week for 30 mins each session. They develop their reading and comprehension skills but importantly also get to practise oral strategies, social skills and form positive relationships with an adult role model. The children benefit not only from reading progress but other areas of success as well e.g. social, emotional progress.	ABC2Read have gathered data over the years of the charity running, as well as school gathered data in the past has shown good progress for pupil's in their reading scores. EEF 1- 1 Tuition EEF Reading Comprehension	2,5

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

Budgeted cost: £40504

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Improve and develop individual pupils' wellbeing as well their personal, social and emotional development skills to support them to self-regulate.</u> Two ELSA's are available to pupils across the school throughout the school day. The ELSA's can see individual pupils and groups, they are able to respond quickly to the need of the pupils. They will support and develop pupil's emotional literacy and resilience skills to enable them to focus on their learning and achieve their full potential. Support for pupils at lunchtimes and providing them with a safe, nurturing and calm space will prepare them for the rest of the day. School have also bought in Emotional Health Academy to support pupils across the whole school.	Social and Emotional Learning-EEF toolkit EEF Behaviours Interventions Pupils cannot fully focus on their learning until their emotional needs have been met. Evidence shows that pupils need to have their basic needs met through these interventions before it has an impact on raising attainment. Parental engagement in the process ensures that the pupil feels helped and listened to, which can help school to further develop greater educational aspirations and expectations at home.	2, 3, 5, 6
<u>Improve attendance so all PP eligible pupils have full access to the curriculum through good attendance.</u> Attendance data checks done daily, weekly and each short term. Headteacher/ Deputy Head to ensure that parents are made aware of the expected attendance levels when they fall below 90%. Regular communication with EWO and termly meetings in school to monitor pupils.	Previous experience shows that pupils need to be in school to get good academic success. Staff to support families to improve attendance and eradicate persistent absenteeism. GOV.UK How schools are spending the funding successfully	6
<u>Extra-curricular opportunities</u> All pupils in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences e.g. music lessons, horse riding, termly after school clubs run by teachers. Breakfast and after school club funding for PP eligible pupils.	Provision of a range of initiatives to extend pupil's experiences. GOV.UK How schools are spending the funding successfully	2,3
<u>Equality of access to opportunities</u> Funding will be used in part to subsidise shortfall for families in need, for trips (including the Year 6 residential for the PP eligible children), uniform, and special activities. We believe an experience will enrich pupil's lives and education; we will use financial support to ensure no pupil's background prevents them from taking part. This will be achieved through funding for each year group to receive enriching experiences and activities through the teaching of subjects such as music, dance, drama, art, sport.	EEF Arts participation We must ensure that pupils feel part of all areas of school life and feel part of the school community.	2,3,6

Total budgeted cost for 2025-2026: £89,385

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

PP eligible pupils in Yr 6 achieved very highly last year with standards above all pupils nationally at the expected standard but below at the higher level in reading and maths. Across the school maths and writing remain the priority especially at greater depth. 35% of our PP children have dual needs and are on the SEND register. 7.5% of our PPG children have an EHCP plan 56% of our PPG children can also be classed as vulnerable (open to SS or other vulnerabilities, eg refugee, parent in prison or have suffered a significant close bereavement) 21% of our PPG children fall into both categories.

Overall, the results show that teaching, support and intervention were successful. We will continue to ensure all year groups continue to make good progress and that individual pupils that have not achieved ARE are provided with a targeted intervention through careful monitoring.

National Data KS2 comparison with PP 2024-5			
Subject	National KS2 2025	National KS2 PPG	PP at Theale
Reading	75%	63%	90%
Writing	72%	59%	90%
Maths	74%	61%	90%
combined	62%	47%	90%

KS2 - 2025	Reading	Writing	Mathematics	Combined
Theale PP pupils	90% (30%)	90% (20%)	90% (30%)	90% (20%)
National All cohorts	75%	72%	74%	62%
National PP pupils	63%	59%	61%	47%

Reading 78% of PPG children at Theale are at or above the expected standard.

Reading	% of Cohort	No of Children	EXP	GDS	SEN
Yr1	PPG (20%)	8	75%	13%	2 (25%)
Yr2	PPG (20%)	9	56%	0%	4 (44%)
Yr3	PPG (18%)	8	88%	13%	2 (25%)
Yr4	PPG (30%)	13	85%	15%	5(39%)
Yr5	PPG (27%)	12	75%	33%	5 (42%)
Yr6	PPG (23%)	10	90%	30%	4 (40%)

Writing 72% of PPG children are at or above the expected standard.

The percentage of PPG children at ARE in writing is lower than in reading. This will need to remain highlighted as a focus for in class teaching especially in KS1.

Writing	% of Cohort	No of Children	EXP	GDS	SEN
Yr1	PPG (20%)	8	50%	13%	2 (25%)
Yr2	PPG (20%)	9	44%	0%	4 (44%)
Yr3	PPG (18%)	8	88%	13%	2 (25%)
Yr4	PPG (30%)	13	77%	0%	5(39%)
Yr5	PPG (27%)	12	75%	8%	5 (42%)
Yr6	PPG (23%)	10	90%	20%	4 (40%)

Mathematics 70% of PPG are at the expected standard or above in Mathematics.

Maths	% of Cohort	No of Children	EXP	GDS	DN
Yr1	PPG (20%)	8	63%	13%	2 (25%)
Yr2	PPG (20%)	9	44%	0%	4 (44%)
Yr3	PPG (18%)	8	75%	13%	2 (25%)
Yr4	PPG (30%)	13	62%	15%	5(39%)
Yr5	PPG (27%)	12	83%	8%	5 (42%)
Yr6	PPG (23%)	10	90%	30%	4 (40%)

We have seen a significant increase in children coming into school who are not school ready and are in receipt of PPG funding. Supporting our youngest most vulnerable children must remain a significant priority. Only 44% of FS2 PPG children achieved a good level of development. All the children who did not had SEN or other significant vulnerabilities.

Communication/ Phonics

This year 75% of the disadvantaged children passed their phonics screening test in 2025 (national 67%), compared with 97% of non-disadvantaged (national 80%). The children who did not pass(2), one has an EHC plan and the other pupil is on the SEND register.

Phonics teaching continues to be a priority for the children now in Year 2 who did not pass with them having small focus group work on phonics as well as 1-1 work.

Attendance

The end of the year attendance data was 94%,(IDSR*) for our FSM children this was 92.3%(IDSR) this is inline with national data.

Obviously, attendance must continue to be a high priority in the 25/26 strategy, with tight procedures rigorously followed as well as support for families to understand the importance of attendance. Term times holiday and parent mental health difficulties remain our biggest challenges for PPG children.

2024 - 2025	PP children*	Whole School*	National
Attendance	92.3%	94%	Primary schools - 94.9% average PPG national average – 92.6%

Wellbeing

ELSA and EHA have been key in supporting pupils' behaviour, wellbeing and mental health over the last year. Targeted support and interventions have been in place this year and are having a positive impact on pupil's wellbeing. EHA has helped with parental engagement with attendance and academic priorities.

*IDSR only includes children of statutory school age.

Total spend for 2024/2025: £93,500