Glastonbury Thorn School - Pupil premium strategy statement: 2026/27

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	Glastonbury Thorn School
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils (targeted)	12.7% (14 pupils)
Proportion (%) Expanded pupil premium	9.99% (11 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	1 Year
Date this statement was published	October '26
Date on which it will be reviewed	September '27
Statement authorised by	Mr Jonathan Cursley
Pupil premium lead	Mrs Michelle Morris
Governor / Trustee lead	Malcom Dobell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,710
Recovery premium funding allocation this academic year	£0
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	£26,710

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Enrichment Reading
2	Home / School links
3	Resources
4	Academic Knowledge
5	Aspirations including mental health and well-being + leadership roles

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To ensure all pupil premium children have increased opportunities to enrichment activities.	• Every pupil premium child is involved regularly in at least one after school club per term, gaining experience in different activities. A high number of pupil premium children will be involved in enrichment activities led by the school. This will lead to increased participation in sport and physical activity, which will in turn improve health and well-being of the child. • Pupil Premium children (where appropriate) have leadership experiences, developed through leadership roles in the school e.g. Restorative Play leaders, Curriculum champions, House Captains…
Increased engagement for pupil premium families to ensure understanding of support from the school and opportunities for communication, strengthening provision further.	• The school communicates regularly with pupil premium families and forges positive relationships. Parents feel supported by the school. • All pupil premium families attend school events and gain an improved understanding of their child's school and ethos. If unable to attend, families are signposted to relevant information. Children's wellbeing and attainment improves.

	• Parents are aware of the support plans in place for their child, with active communication between family and class teacher.
To ensure that pupil premium children have as much support as possible to ensure they can access all learning both at home and at school.	• Pupil premium children use bespoke resource packs to support their learning at home • Attainment and engagement increases and gaps close, including increased confidence when working independently. • Reading engagement improves, wider genres explored and reading attainment to rise. • Additional library book given (all genres covered in PP additional library slot), parents are encouraged to share with their children. • All pupil premium children have correct uniform and PE kit. • All pupil premium families are signposted to Early Help (Sunshine Family Centre) and other services such as St Mark's Meals
Close gaps between pupil premium and non-pupil premium children. Pupil premium children to be targeted for accelerated progress in both QFT and interventions.	• Children's engagement and attainment improves. Children retain knowledge and progress is seen. Pupil premium children to make accelerated progress from individual starting points. • Every pupil premium child is involved in QFT interventions that close gaps and/or accelerate learning, including handwriting (this includes additional resources in core subjects, targeted intervention to close 'Sticky Knowledge gaps and additional 1:1 reading sessions where possible)
To ensure that pupil premium children are actively targeted to aspire to be the best version of themselves.	• All Pupil Premium children have a support plan which is shared with parents/carers • Children will have raised wellbeing and self-esteem. Children will be able to set their own personal targets to achieve and share with both school and home. • The specific interventions raise wellbeing and self-esteem, with PP lead working closely with CT and families. • All Pupil Premium children will have at least one leadership role within the school. This will increase aspirations and that sense of achievement. • Pupil Premium children and families have increased communication with the school, in particular the school's mental health and well-being lead. • HT to 'drop-in' on PP children with a key focus on well-being and NS targets in learning

Activity in this academic year 2026/2027

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

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

Budgeted cost: **£19,882**

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

Budgeted cost: **£6,828**

Total budgeted cost: £26,710

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact 2026/27 Review
To provide pupil premium children with increased support in reading	- Reading Records are kept up to date, including additional reads - Additional library book given (all genres covered in PP additional library slot), parents are encouraged to share these with their children. - The additional reads with the PP lead will improve the children's understanding of different genres and personal likes and dislikes. This intervention will also aid the children in gaining their Genre Reading Award. - Tailored support actively offered to PP families where reading at home is a barrier - PP children who attend Wrap Club receive additional support in reading	1 2	

To ensure that pupil premium children have as much support as possible to ensure they can access all learning both at home and at school.	- PP children use bespoke resource packs to support their learning at home (following meeting with parents) - PP children are involved in regular interventions (QFT) that close gaps and/or accelerate learning. (this includes additional resources in core subjects, targeted intervention to close 'Sticky Knowledge gaps and additional 1:1 reading sessions) - PP children to have targeted Phonics keep up and number stacking	2 3 4	
To involve a high number of pupil premium children in enrichment activities led by the school.	- PP children gain more extra-curricular experiences and chances to represent the school, building self-confidence and self-worth. This will lead to increased participation in sport and physical activity, which will in turn improve health and well-being of the child. - PP children (where appropriate) have leadership experiences, developed through leadership roles in the school e.g. Restorative Play leaders, Curriculum champions, House Captains etc. This will increase aspirations and a sense of achievement.	5	
To provide pupil premium children and their families with mental health and well-being support.	- Children have raised wellbeing and self-esteem. Children are able to set their own personal targets to achieve and share with both school and home. - Targeted interventions raise wellbeing and self-esteem, with PP lead working closely with the child, CT and families. - Pupil Premium children and families have increased communication with the school, in particular the school's mental health and well-being lead and SLT.	5 2	

To ensure that pupil premium families are engaged with school initiatives and have a good understanding of the ethos and expectations of the school.	- Pupil Premium support plans and targets are shared with parents/carers - All pupil premium families are signposted to Early Help (Sunshine Family Centre) and other services such as St Mark's Meals. - PP lead regularly communicates with families, supporting them throughout the academic year. - PP families are invited to all parental meetings and non-attendance is followed-up. Where possible, recordings of presentations are made available.	2	
Through work on 'Making Connections,' vulnerable children's mental health (including whole school) will be improved, developing strategies to manage feelings.	- A whole school restorative approach implemented - Review of behaviour strategies - Staff CPD on restorative principles - Pupil Premium children and families targeted for support where appropriate, including external agencies	5	

Part B: Review of outcomes in the previous academic year (2025/26)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

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

Budgeted cost: **£22,021**

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

Budgeted cost: **£3,243**

Total budgeted cost: £25,264

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact 2025/26 Review
To provide pupil premium children with increased support in reading	- Reading Records are kept up to date, including additional reads - Additional library book given (all genres covered in PP additional library slot), parents are encouraged to share these with their children. - The additional reads with the PP lead will improve the children's understanding of different genres and personal likes and dislikes. This intervention will also aid the children in gaining their Genre Reading Award. - Tailored support actively offered to PP families where reading at home is a barrier - PP children who attend Wrap Club receive additional support in reading	1 2	This enabled staff to identify children who were not reading regularly at home and receive targeted support to develop their reading skills, which impacted positively across the curriculum. Barriers to reading were identified early, helping pupils to remain on track with their expected progress. Increased reading fluency, comprehension, and stamina. Children motivated, see their progress over time, encouraging consistency and pride in their reading. Exposure to different genres helped develop curiosity, comprehension, vocabulary and preference. Providing books ensured all pupils had access to quality reading materials at home. Cultural capital. Exposure to a range of genres broadened children's understanding of literature and the world. Additional reading for pleasure is being enjoyed by the children,

			with all children receiving a 1:1 reading and wider-reading session. Pupil Voice carried out to evaluate children's love of reading, results are really positive Additional reading opportunities were provided at least four times a week for pupils whose parents faced barriers to supporting reading at home. This targeted support enabled children to practise regularly, continue to develop their reading skills and maintain progress in line with their expected learning trajectories, preventing them from falling behind.
To ensure that pupil premium children have as much support as possible to ensure they can access all learning both at home and at school.	- PP children use bespoke resource packs to support their learning at home (following meeting with parents) - PP children are involved in regular interventions that close gaps and/or accelerate learning. (this includes additional resources in core subjects, targeted intervention to close 'Sticky Knowledge gaps and additional 1:1 reading sessions) - PP children to have targeted support in catch-up Maths, especially those children with SEND Phonics keep up and number stacking - PP (including those with SEND) to be prioritised for Number Stacking and 'Closing the gap' intervention	2 3 4	Following meetings with parents, bespoke home-learning resource packs were developed for identified PP children who required additional support. These resources were adapted to meet individual learning needs and remove barriers to accessing learning at home. Parent feedback has been positive, with parents reporting that their children are now more willing and motivated to complete schoolwork at home. This personalised approach has helped to improve engagement, build confidence and strengthen the link between home and school, ensuring support is provided where it is most needed. All PP children have received additional support in core subjects, closing gaps and working on next step targets. Children received bespoke interventions – targets set and progress monitored.

To involve a high number of pupil premium children in enrichment activities led by the school.	- PP children gain more extra-curricular experiences and chances to represent the school, building self-confidence and self-worth. This will lead to increased participation in sport and physical activity, which will in turn improve health and well-being of the child. - PP children (where appropriate) have leadership experiences, developed through leadership roles in the school e.g. Restorative Play leaders, Curriculum champions, House Captains etc. This will increase aspirations and a sense of achievement.	5	All Pupil Premium children attended at least one extracurricular club each week. PP families have priority places. Increased confidence and self-worth through greater participation in extra-curricular activities. The School Council, Eco Warriors, Play Leaders and Curriculum Champions consisted of 50% Pupil Premium children. All selected for a specific role. Improved social and emotional skills**,** including responsibility, empathy, and decision-making.
To provide pupil premium children and their families with mental health and well-being support.	- Children have raised wellbeing and self-esteem. Children are able to set their own personal targets to achieve and share with both school and home. - Targeted interventions raise wellbeing and self-esteem, with PP lead working closely with the child, CT and families. - Pupil Premium children and families have increased communication with the school, in particular the school's mental health and well-being lead and SLT. - Headteacher PP 'drop-ins' focus on well-being and NS targets in learning, with an aim to raise self-esteem and confidence.	5 2	Targeted wellbeing support and close collaboration between school and families have helped PP children develop greater confidence, self-esteem and emotional resilience. Setting personal targets has encouraged children to take ownership of their learning, recognise their achievements and engage more positively with school. Regular communication and individualised support ensured that pupils' well-being and learning needs were identified and addressed effectively. Meetings with parents have built shared understanding of learning priorities and promotes consistency. Improved emotional wellbeing and self-esteem through targeted support and consistent pastoral intervention. Raised aspirations and motivation, as children felt supported, listened to, and valued by key adults in school.
To ensure that pupil premium families are engaged with school initiatives and have a good understanding of the ethos and	- Pupil Premium support plans and targets are shared with parents/carers - All pupil premium families are signposted to Early Help (Sunshine	2	Home–school partnerships have been strengthened which has enabled families to support their child's progress towards agreed targets. This ensures families are aware of and able to access additional

expectations of the school.	Family Centre) and other services such as St Mark's Meals. - PP lead regularly communicates with families, supporting them throughout the academic year. - PP families are invited to all parental meetings and non-attendance is followed-up. Where possible, recordings of presentations are made available.		support where needed, helping to address wider barriers to learning and supporting pupils' wellbeing, attendance and engagement. SLT and PP Lead are accessible in the morning and at the end of the day to provide face-to-face support. Good engagement with parents, with PP/Wellbeing lead available during parent's evenings.

Attainment and Progress 2025/26

Attainment

Pupil Premium	GTS	National
EYFS GLD	60%	52%
Phonics Year 1	80%	68%
Phonics Year 2	100%	78%
Reading	77%	52%*
Writing	69%	46%*
Maths	69%	55%*

*2023 – last comparable data

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
-	-

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A