

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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	
School name	Sir John Thursby Community College
Number of pupils in school	1127
Percentage eligible for FSM	59%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Matt Renshaw
Pupil premium lead	Adam Walker
Governor / Trustee lead	Kamran Ahmed

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£544,860
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	£544,860

Part A: Pupil premium strategy plan

Statement of intent

Key principles:

- Quality teaching and the universal offer benefits all students but is disproportionately beneficial for the most disadvantaged,
- High expectations and ambition for all students underpin positive relationships which are fundamental to improving outcomes
- We should be ambitious for and support students to reach the highest levels of attainment through high quality curriculum implementation and delivery
- All students should develop strong literacy as a mitigation to the disadvantage they face and build their cultural currency.

Aims:

- To ensure quality first teaching for every disadvantaged student through well sequenced and challenging curriculum planning which is most important lever schools have to improve outcomes for disadvantaged pupils
- Support literacy levels for all students to ensure access to the ambitious curriculum in a mixed-attainment setting
- To improve pupil premium attendance in order for them to access learning
- To ensure all pupil including those with disadvantage make accelerated progress in reading

Challenges

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

Challenge number	Detail of challenge
1	Literacy is a significant barrier to progress. Student with disadvantage have lower literacy levels than non disadvantaged. Support to be provided through cross-phase literacy support and intervention to support the weakest readers on entry
2	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils although this has improved significantly in 2026
3	In line with our values around belonging and respect all students need to be supported to engage with the relational approaches to behaviour. Suspension, internal isolation and support call rates are higher for DV students compared to others and this needs to be addressed.
4	Attendance remains a significant area of focus. Attendance improvement strategies – PP pupils have shown improved attendance and this is now coming into line with averages – and was 4.1% above national in 2025/26 (at 90.89%) Attendance improvement strategies have consistently shown improvements in attendance for PP pupils since 2023 and attainment has increased in line with this.

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	Update – Sept 2026																																																																											
High levels of progress in literacy and narrowing of DV gap at GCSE outcome	- Improved progress in reading scores across all year groups, with more students reading at chronological age or above - Improved comprehension skills of all students, allowing them to 'read to learn' more Independently	Progress in Reading has led to an improvement in literacy-based subject at KS4. Disadvantaged Pupils Outcomes for disadvantaged pupils have improved markedly. - DV Progress 8 improved from -0.82 in 2024 to +0.08 in 2025 and +0.21 in 2026. - While the gap between disadvantaged and non-disadvantaged pupils remains, disadvantaged students are now making positive progress overall, representing a significant improvement over the three-year period. Attainment Measures Attainment is showing a slowly improving trend - Basics 4+ (English and Maths) improved from 51% in both 2024 and 2025 to 56% in 2026. - Basics 5+ increased from 28% to 31% before dipping slightly to 30%, remaining above the 2024 baseline. - Attainment 8 has risen consistently from 37.5 to 41.0 and then 41.3. English Outcomes English attainment remains relatively strong. - English 4+ increased from 65% to 71% before settling at 69%. - English 5+ improved from 48% to 53%, then remained strong at 51%. - Higher-attaining outcomes are less secure, with English 7+ rising from 14% to 18% before falling to 13%, suggesting an area for further focus.																																																																											
Improved rates of progress across KS3/4 for all pupils eligible for PP	- Pupils eligible for PP make as much progress as ‘other’ pupils - Historical gaps in attainment and progress are narrowed across all year groups	Sept 2026 outcomes shows improvement and closing gap for DV <table><tr><th></th><th>2024</th><th>2025</th><th>2026s</th><th>3 year trend</th></tr><tr><td>Year</td><td></td><td></td><td></td><td></td></tr><tr><td>Cohort size</td><td>73</td><td>73</td><td>90</td><td>++</td></tr><tr><td>% EBACC entry</td><td>72%</td><td>75%</td><td>70</td><td>-</td></tr><tr><td>P8</td><td>-0.74</td><td>0.08</td><td>0.21</td><td>++</td></tr><tr><td>P Eng</td><td>-0.56</td><td>0.25</td><td>-0.04</td><td>-</td></tr><tr><td>P Maths</td><td>-0.81</td><td>-0.2</td><td>0.15</td><td>++</td></tr><tr><td>P Ebac</td><td>-0.61</td><td>0.16</td><td>0.52</td><td>++</td></tr><tr><td>P Open</td><td>-0.93</td><td>0.09</td><td>0.03</td><td></td></tr><tr><td>Basics 4+</td><td>39%</td><td>42%</td><td>48%</td><td>++</td></tr><tr><td>Basics 5+</td><td>17%</td><td>24%</td><td>24%</td><td></td></tr><tr><td>Ebac 4+</td><td>16%</td><td>17%</td><td>17%</td><td></td></tr><tr><td>Ebac 5+</td><td>4%</td><td>10%</td><td>8%</td><td></td></tr><tr><td>Att 8 DV</td><td>30.4</td><td>35.9</td><td>36.1</td><td>+</td></tr><tr><td>A8 DV national</td><td>34.6</td><td>34.9</td><td>34.8</td><td></td></tr></table>		2024	2025	2026s	3 year trend	Year					Cohort size	73	73	90	++	% EBACC entry	72%	75%	70	-	P8	-0.74	0.08	0.21	++	P Eng	-0.56	0.25	-0.04	-	P Maths	-0.81	-0.2	0.15	++	P Ebac	-0.61	0.16	0.52	++	P Open	-0.93	0.09	0.03		Basics 4+	39%	42%	48%	++	Basics 5+	17%	24%	24%		Ebac 4+	16%	17%	17%		Ebac 5+	4%	10%	8%		Att 8 DV	30.4	35.9	36.1	+	A8 DV national	34.6	34.9	34.8	
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Behavioural issues of students addressed.	- Reduction in the % and number of fixed term exclusions for PP students - Reduction in the % and number of internal exclusions for PP students - Reduction in the % and number of negative behaviour points for PP students	Restoration, internal isolation and suspensions have all reduced from 2023 to 2026 <table><tr><th></th><th>24-25</th><th>25-26</th></tr><tr><td>Afterschool Restoration - Awarded period 1-4 (1-3 in 25/26)</td><td>8761</td><td>7708</td></tr><tr><td>Afterschool Restoration - Awarded period 5 (4-5 in 25/26)</td><td>520</td><td>1553</td></tr><tr><td>Late Restoration (Lunchtime)</td><td>9544</td><td>1402</td></tr><tr><td>Leadership Restoration</td><td>3336</td><td>1125</td></tr></table> Suspensions show a small drop from 2025 to 2026 following a significant drop from 2024. Over the 3 year period suspensions are down from 561 to 247.		24-25	25-26	Afterschool Restoration - Awarded period 1-4 (1-3 in 25/26)	8761	7708	Afterschool Restoration - Awarded period 5 (4-5 in 25/26)	520	1553	Late Restoration (Lunchtime)	9544	1402	Leadership Restoration	3336	1125																																																												
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Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees (PA)	DV attendance 2025 26 was 90.86% which was 4.1% above the national DV attendance. Whole school attendance was up to 92.03% compared with a national of 91.4%																																																																											

	among pupils eligible for PP. Reduction in the gap between the attendance of PP students and non-PP students	Specific students who are PA and SA supported through family support structures to improve attendance
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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: £245,288.00

Activity	Evidence that supports this approach	Challenge number(s) addressed	Update Sept 2026
Implementation of phase one of the school's literacy strategy - Whole school CPD - Diagnostic testing (NGRT) - Accelerated Reader - TA support (Literacy and EAL)	Closing the reading gap, Alex Quigley EEF Toolkit: Reading comprehension strategies (+6 months impact) EEF Toolkit: Teaching Assistant Interventions (+4 months impact)	1	Vocab and word etymology plan is at embed phase of EEF (Brilliant Basics) We use Accelerated Reader We have invested in additional staffing in "the bridge" and our nurture provision to support the weakest readers on entry through phonics and reading development interventions
Implementation of the school's homework strategy - GCSE Pod - Sparx Maths - Math Pad - Math Box - Production of Knowledge organisers - Student planner	EEF Toolkit: Homework (+5 months)	2	Ongoing GCSE pod re-launched to support year 10- and 11 retention and recall. New HPA form groups to support grades 7 – 9 in EM and S.

Employing high quality teachers and increasing the number of groups to reduce class sizes 2 Teach First in Science (Y2 and ECT2) 1 Teach First in English now ECT2 1 Teach First in Music (Y2)	EEF toolkit: Reducing class size (+2 months impact)	2	School continues to recruit quality graduates through Teach First. ECT programme has developed 7 ECTs in 2025 26 including 2 through the teach first route. Currently school is fully staffed with specialist teachers
Investment in high-quality family support and attendance to address attendance issues for all students	EEF toolkit – attendance strategies (significant impact from string evidence)	4	Attendance strategies ongoing and continue to drive down PA and SA, as well as improve overall attendance
Behavioural and nurture support to maintain inclusive approaches and strengthen universal offer in classrooms	EEF toolkit – 5-a-day strategies	3	Investment in “the bridge” internal AP to support narrowing gaps, baseline qualifications in E and M, support for next steps and intervention for the weakest readers
Support of CPD as a significant lever to improve progress and quality of learning	EEF toolkit	1 - 4	CPT curriculum imbedded to ensure that progress is made in lessons through purposeful, deliberate and planned modelling, checking for understanding and adaptive response

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £28,564.00

Activity	Evidence that supports this approach	Challenge number(s) addressed	Update – June 2024
Form time interventions Staffing costs Targeted EAL Teacher Staffing costs	EEF toolkit Small group tuition (+4 months impact)	2	Targeted Form time intervention has been planned to continue in 2026 27. Pupils involved will be identified based upon specific criteria, around the threshold qualifications of English and Maths at grades 4-9. The aim of this is to increase the number of subject able to enter level 3 courses at Post 16. Form groups have been created to stretch the students who are HPA on entry and increase the number of grades at 7 – 9. This increased significantly in 2026. Specialist EAL and Language teacher to support identified pupils impacting on both achievement, attendance and behaviour.

Wider strategies (for example, related to attendance, behaviour, wellbeing) - Budgeted cost: £301,393.00

Activity	Evidence that supports this approach	Challenge number(s) addressed	Update Sept 2026
Arts award. Curriculum model change in Y9.	EEF Arts Participation (+3 month impact)	2	- Curriculum model changed to support development in this area. - All year 9 entered for arts award. 2023-24 saw the highest number of students (210) entered for the award 2024-25(177 passed).
Implementation of our Climate for Learning strategy and relational approaches to belonging. Inclusion Key Worker team	EEF Toolkit: Behaviour interventions (+4 months impact) EEF Guidance Report – Improving Behaviour in School	3	- Ongoing - SIP ad implementation plans updated June 2025
Use of Class Charts to communicate student behaviour and attendance with parents	EEF Toolkit: Parental Engagement (+4 months impact)	3 & 4	Ongoing
Family support team, attendance officer and Inclusion worker team.	EEF Toolkit: Parental Engagement (+4 months impact)	3 & 4	- Ongoing 36 family support through family support 132 Families support through attendance team 2025 26. 234 students supported directly through inclusion worker team 2025 26.
Use of specialist services to support additional needs of students - Counselling services - Educational Psychologist - Inclusion & Disability Service - Health & Wellbeing Practitioner	SEND Code of Practice	3 & 4	- Universal offer embedded with specialist support in forms to support students with EHCPs - SEND support mapped to ensure consistency of provision. - Impact – SEND progress increased by +0.21 in 2026 compared with 2025

Total budgeted cost: £575,545.00