Pupil premium strategy statement – Thornhill Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	278 Total 242 without Nursery
Proportion (%) of pupil premium eligible pupils	20.2%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	*Bernice Waite,* Headteacher
Pupil premium lead	*Chris Gunning,* Deputy headteacher
Governor / Trustee lead	*Ben Nye,* lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74070
Recovery premium funding allocation this academic year	£7105
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£81175

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected. This is limited to our Year 6 cohort of children and has a robust assessment procedure ensuring that exactly the right children are selected for tutoring/additional support.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need is identified;
- Continue to engage with the RADY Project to ensure that decisions made by all staff members are made with the progress of disadvantaged youngsters as a high priority;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. These difficulties are associated with the acquisition of new sounds as well as the support that they have available to them outside of school.
3	Limited life and cultural experiences. Our observations and discussions with pupils show a lack of enrichment opportunities, especially during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. The school location and pupil base deprivation indicators are in quintile 4 showing that the vast majority of our families fall into the 'more deprived' category.
4	Our attendance data over the last term (we have chosen to look at terms more recently as the impact of COVID has seen fluctuations over the year which need to be addressed on a more individual basis) indicates that attendance among disadvantaged pupils lower than their non-disadvantaged peers. Attendance for all was 94%%. Attendance for disadvantaged was 90% and 95% for non-disadvantaged. There were 51 persistent absentees (below 90%) in the Autumn Term 22/23. 37% of persistent absentees were disadvantaged. 63% of persistent absentees were non-disadvantaged.
5	Emotional Well-Being Post Covid. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils and in a number of cases affects attainment adversely. Of the 25 children currently receiving intervention support to help manage social and emotional issues, 64% are disadvantaged.

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 skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that the percentage of disadvantaged pupils achieving the expected standard is in line with their non-disadvantaged peers.
	KS1 phonics screening outcomes in 2024/25 show that the percentage of disadvantaged pupils achieving the expected standard is in line with their non-disadvantaged peers.
Children have a wider experience of culturally and socially enriching experiences.	All disadvantaged children have access to musical, sporting and artistic experiences on a weekly basis. These should be similar to those they may be able to attend outside school if families were financially able to support. Activities may be things like football clubs, multisport, cheerleading, instrumental lessons, sewing classes, art group, choirs etc.
100% of disadvantaged pupils meet the school attendance target of 97%.	Attendance tracking figures consistently demonstrate an upward trend for disadvantaged children.
	Absences are quickly addressed by the attendance officer and resolutions are made for children known for common absence patterns.
	Persistent absentee plans are put in place for those children with less than 90% attendance.
Children receive targeted support that addresses the social and emotional needs that may be hindering their academic and social progress.	Children with social and emotional needs are identified quickly and flagged to the Inclusion Manager.
	In school intervention is provided for those children who the school have the expertise to support.
	Referrals are made to external organisations for those children who's need is outside of what the school can reasonably and appropriately support.

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: **£16413**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk for Writing leadership and CPD for wider staff	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	Toolkit Strand	Education Endowment Foundation	EEF	1, 2, 3
Technology and other resources focused on supporting high quality teaching and learning Oxford Owl and Ruth Miskin Portal subscription Class Novels to ensure access for all.	To date, technology has been most effective when it is used to supplement or enhance teaching, rather than to replace it. In studies with the largest recorded impacts, technology typically provides access to additional resources and opportunities for additional learning time. EEF - Guidance Report - Using Digital Technology to Improve Learning'	1, 2
Provide high quality Art/DT trained teacher to ensure that children from disadvantaged backgrounds receive high quality opportunities in the creative aspects of the curriculum.	There is some suggestion that the mechanisms or factors that contribute to the learning processes in most arts education are related to elements of enjoyment, engagement and extension (e.g. DeMoss and Morris 2012). Otten et al. (2004) reported that the effect of dramatic art on acquisition of history knowledge was mediated by enjoyment. which in turn, predicted future performance on standardised tests. EEF - Evidence Report - Impact of art education on the cognitive and non-	3, 4

	cognitive outcomes of school-aged children	
RWI - Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	
KAPOW – Purchase of Kapow Primary subscription to access high quality lesson plans and resources for teaching both PSHE and computing.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. Improving social and emotional learning - Guidance Report - Education Endowment Foundation - EEF	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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_Social_and_Emotional_Learning. pdf(educationendowmentfoundation.or g.uk)	5

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

Budgeted cost: **£39627**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchases of resources for 1:1 and small group phonics intervention	Intensive individual support either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly	2, 5

including training resources.	linked with normal lessons. School's should ensure that those delivering tuition are well-prepared and monitor this impact of interventions. EEF Toolkit strand on 1:1 tuition. [One to one tuition - Toolkit](#)	
Teaching assistant deployment and intervention time.	Strategic deployment of TAs is important to ensure priority pupils are supported. This include ensuring TAs are fully prepared for their role and supplementing rather than replacing high quality provision from the class teacher, including providing target interventions. [Making best use of teaching assistants - 6 recommendations, including adopting evidence based interventions to support small group and one to one tuition.](#)	1, 2, 3, 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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	Toolkit Strand	Education Endowment Foundation	EEF](#)	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: [One to one tuition	EEF (educationendowmentfoundation.org.uk)](#) And in small groups: [Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF](#)	1, 3, 4, 5

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

Budgeted cost: **£40694**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Support – Ensuring families have access to a highly trained parent support worker with good links to the community and opportunities within it.	There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance and consequently, attainment. Working with parents to support children's learning - EEF	4, 5
Embedding principles of good practice set out in the DfE's advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance	4
Supporting pupils' social, emotional and behavioural needs. Appointing inclusion manager to ensure children with these needs are well catered for. Creation of Nurture Room and Nurture group provision.	Social and emotional skills support effective learning and are linked to positive outcomes later in life. School's may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Improving social and emotional learning - Guidance Report - Education Endowment Foundation - EEF	5
Supporting pupils' social, emotional and behavioural needs. Resourcing a behaviour system that promotes self-regulatory and metacognitive behaviours in children.	Misbehaviour in lessons is something that has been documented by teachers for centuries. And while most pupils in most lessons are well-behaved, it's a major cause of stress for teachers and can	

	have a lasting impact on the outcomes of the pupils in the class. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons. [EEF - Improving Behaviour in School - Guidance Report](#)	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £96734

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 SAT Headline Figures

62% of disadvantaged pupils met the expected standard or above in reading, writing and mathematics combined.

69% of this group met the standard in reading, with 23% working at a high standard.

In writing, 62% of this group met the expected standard, though none were working at greater depth.

In grammar, punctuation and spelling, 54% of this group met the expected standard or above, with 23% working at a high standard.

In mathematics, 77% of this group met the expected standard or above, with 23% working at a high standard.

While internal gaps remain between disadvantaged pupils and their peers, the attainment of the group of disadvantaged pupils at Thornhill was broadly in line with or above the attainment of all pupils nationally in reading, writing and mathematics in 2022.

Priority 2: *Ensure that the attainment of disadvantaged pupils matches national expectations and that the attainment gap between disadvantaged pupils and other pupils in the school is significantly narrowed by July 2022.*

- Strong progress has been made towards this priority. Gaps for all disadvantaged pupils were identified early in the year, enabling sustained support to be provided alongside high quality teaching. Progress has been closely monitored, enabling support to be re-targeted when necessary.
- While the in-school gap between the attainment of disadvantaged pupils and their peers remains, end of KS2 data for 2022 shows that the school provides effectively for the needs of these pupils. Data analysis in the previous section of this report shows that, by the end of KS2, the attainment of disadvantaged pupils at Thornhill is in line with, or above, that of all pupils nationally in reading, writing and mathematics.
- Overall, 62% of disadvantaged pupils met the expected standard or above in reading, writing and mathematics combined, compared to 54% of all pupils nationally. This is a significant achievement.
- **Data for other cohorts suggests that, where disadvantaged pupils do not also have SEND or multiple vulnerabilities, they achieve as well as their peers.**