

Pupil premium strategy Review statement – Thornhill Primary School

Review of 2022-2023 and strategy amendments for 2023-2024

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	307 Pupils
Proportion (%) of pupil premium eligible pupils	19.6%
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 23
Date on which it will be reviewed	December 24
Statement authorised by	<i>Bernice Waite</i> , Headteacher
Pupil premium lead	<i>Chris Gunning</i> , Deputy headteacher
Governor / Trustee lead	<i>Ashley Braund</i> , lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,025
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£95321

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 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;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Find out from our disadvantaged children what their experience of school and wider life is in order to formulate plan to reduce the social and cultural gap that they may or may not be experiencing.

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 indicates that attendance among disadvantaged pupils lower than their non-disadvantaged peers. Persistent absenteeism was highest amongst disadvantaged pupils.
5	Emotional Well-Being. 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.

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.	<p>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.</p> <p>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.</p>
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%.	<p>Attendance tracking figures consistently demonstrate an upward trend for disadvantaged children.</p> <p>Absences are quickly addressed by the attendance officer and resolutions are made for children known for common absence patterns.</p> <p>Persistent absentee plans are put in place for those children with less than 90% attendance.</p>
Children receive targeted support that addresses the social and emotional needs that may be hindering their academic and social progress.	<p>Children with social and emotional needs are identified quickly and flagged to the Inclusion Manager.</p> <p>In school intervention is provided for those children who the school have the expertise to support.</p> <p>Referrals are made to external organisations for those children who's need is outside of what the school can reasonably and appropriately support.</p>

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: **£15000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Talk for Writing leadership and CPD for wider 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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p><i>Review:</i></p> <p><i>4 x whole staff CPD with English lead. Further embeds the T4W approach within every classroom. T4W now used as the main teaching tool in writing lessons.</i></p> <p><i>18 x English book moderation alongside individual staff – provided enhanced support for teachers to ensure strategies are followed consistently and effectively; allowing time to discuss emerging needs and resolve concerns.</i></p> <p><i>KS1 – Writing – 55% ARE – lower than last year. Year group was hampered by significantly lower starting points as an impact from COVID 19. 45% of disadvantaged children met the expected standard in writing. This cohort's End of Year 1 showed 14% ARE. The improvement to 55% is considerable.</i></p> <p><i>KS2 – Writing – 77% ARE – improvement of 6% on 2022. 67% of disadvantaged children met the expected standard. Significant reduction in the gap between disadvantaged and non from previous years.</i></p>	<p>1, 2, 3</p>
<p>Technology and other resources focused on supporting high quality teaching and learning</p> <p>Oxford Owl and Ruth Miskin Portal subscription</p> <p>Class Novels to ensure access for all.</p>	<p>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.</p> <p>EEF - Guidance Report - Using Digital Technology to Improve Learning'</p> <p><i>Review:</i></p> <p><i>High quality digital resources are supportive for all members of the community. Teachers and parents commend the support provided by Oxford Owl subscriptions in ensuring all children have access to a 100% decodable text and home with comprehension style questions included. Teachers comment on the benefits of the data that Oxford Owl provides supporting judgements that they make on children.</i></p> <p><i>Throughout the year, Ruth Miskin Portal has provided invaluable high quality training for those teaching early</i></p>	<p>1, 2</p>

	<p>reading. It has allowed for new staff to receive speedy training and for existing staff to upskill themselves where necessary.</p>	
<p>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.</p>	<p>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.</p> <p>EEF - Evidence Report - Impact of art education on the cognitive and non-cognitive outcomes of school-aged children</p> <p><i>Review:</i></p> <p><i>Children throughout Key Stages 1 and 2 have benefitted from a full year of specific art and DT lessons taught by a subject specialist.</i></p> <p><i>Quality of education in this area especially has received an uplift when looking at outcomes of children across the school.</i></p> <p><i>The profile and importance of art and DT in our whole school curriculum is significantly higher.</i></p> <p><i>Disadvantaged pupils often report the day they have art/DT as their favourite day of the week.</i></p>	3, 4
<p>RWI - Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p><i>Review:</i></p> <p><i>Throughout the year, Ruth Miskin Portal has provided invaluable high quality training for those teaching early reading. It has allowed for new staff to receive speedy training and for existing staff to upskill themselves where necessary.</i></p> <p><i>Investment made for further resourcing of RWI Storybooks, Pinny Time, Sound Cards has ensured a more consistent delivery of speed sound and story book sessions for EYFS and KS1 as well as those still on the scheme from KS2.</i></p> <p><i>Training provided by RWI trainer supports high quality teaching as well as staff development. Teachers reports higher levels of confidence post CPD and lesson observations demonstrate improvements made.</i></p> <p>Year 1 Phonics Screening</p> <p><i>77% of pupils met the expected standard in the Year 1 phonics screening check in 2023, including 80% of girls and 75% of boys. 50% of pupils with SEND achieved the standard, as did 84% of pupils with EAL. 43% of disadvantaged pupils achieved the standard. Two of the pupils admitted to the school mid-year did not achieve the standard. 50% of disadvantaged children were also SEND.</i></p> <p><i>Year 2 retakes: 88% passed with a cumulative total of 97% achieving the standard by the end of KS1.</i></p>	
<p>KAPOW – Purchase of Kapow Primary subscription to access high quality lesson plans and</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over</p>	

<p>resources for teaching both PSHE and computing.</p>	<p>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.</p> <p>Improving social and emotional learning - Guidance Report - Education Endowment Foundation - EEF</p> <p><i>Review:</i> <i>Improvement in consistency of PSHE and computing sessions.</i></p> <p><i>Disadvantaged children report a better understanding of key themes such as online safety, though, as yet, this is not to be confirmed by the online behaviour of some children.</i></p> <p><i>Further efforts to be made in educating families in the coming years.</i></p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p><i>Review:</i> <i>Throughout the year, wellbeing and emotional support groups have been run by a range of different staff, coordinated by Mrs LeFevre, our SENDCO.</i></p> <p><i>For children who take part in the groups, the impact is clear. Behaviour is more settled following a session and consistent implementation week after week makes a difference that class teachers start to notice quickly. Children produce higher quality work during lessons and speak more positively about school.</i></p> <p><i>Our Nurture Room has had a positive impact on the wellbeing and educational outcomes for a group of SEND and Disadvantaged children from our Year 1 cohort.</i></p> <p><i>Year 1 has a high proportion of both SEND and Disadvantaged and so needs a specialist type of provision to ensure progress for children in our Nurture Group as well as for the other children in the class.</i></p> <p><i>Funding has provided resources for a Nurture Room and for specialist staff to support the children within it for an hour and a half every morning. During the morning, the children spend time exploring social skills challenges as well as completing core learning specifically relating to the English Writing curriculum using similar strategies as those taught in class but with a few tweaks to ensure these particular children have full access to the learning.</i></p> <p><i>Talk for Writing has been especially successful in this group, where children with complex SEN and SEMH needs have thrived.</i></p> <p><i>Our Key Stage 2 life skills group have enjoyed a variety of opportunities thanks to the support of the PPG funding.</i></p> <p><i>The general format of the sessions has been a walking trip to the local shops followed by opportunities to use the items that they purchase to make all sorts of lovely things to eat.</i></p> <p>Skills covered include:</p> <p><i>Road safety, Travelling by bus, Using money, Cooking and using utensils safely, Following recipes and more...</i></p>	<p>5</p>

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
<p>Purchases of resources for 1:1 and small group phonics intervention including training resources.</p>	<p>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 linked with normal lessons. School's should ensure that those delivering tuition are well-prepared and monitor this impact of interventions.</p> <p>EEF Toolkit strand on 1:1 tuition.</p> <p>One to one tuition - Toolkit</p> <p><i>Review:</i></p> <p><i>Resources continue to be purchased when necessary for disadvantaged children. Examples include, writing implements to support handwriting, handwriting resources such as schemes or books.</i></p> <p><i>Staff training has played a key role here. The use of leaders within the school train and upskill other members of staff in intervention procedures has meant that children receive higher quality intervention. Further data to be collected next year to assess the impact of key interventions.</i></p>	<p>2, 5</p>
<p>Teaching assistant deployment and intervention time.</p>	<p>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.</p> <p>Making best use of teaching assistants - 6 recommendations, including adopting evidence based interventions to support small group and one to one tuition.</p> <p><i>Review:</i></p> <p><i>Teaching assistants play a huge role in the effective support of all children, including those who are disadvantaged.</i></p> <p><i>Thornhill is still able to have a TA in all classrooms full time thanks to the Pupil Premium Grant. Throughout this year, this has provided invaluable support for all children but most notably those considered disadvantaged.</i></p> <p><i>In Key Stage 1 and EYFS, TA support has allowed for increasing the number of phonics groups that we are able to run, ensuring that children are in a group that is targeted at their individual level. It has also allowed for 1:1 tuition in this area leading to rapid progress especially for pupils in Years 1 and 2. This must be continued next academic year to allow procedures to embed fully.</i></p> <p><i>Support for children in Key Stage 2 has also been increased, specifically allowing for those children who are disadvantaged and SEN. These children make more progress than in previous years and able to broaden their life experiences through the nurture group.</i></p>	<p>1, 2, 3, 5</p>
<p>Additional phonics sessions targeted at disadvantaged</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics</p>	<p>2</p>

<p>pupils who require further phonics support.</p>	<p>interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p><i>Review:</i> Mentioned above, phonics interventions provide individual support for a number of children considered disadvantaged and non. This support allows for quicker progress than in previous years. Continued development in this area will be key moving forward to sustain and improve on phonics screening.</p>	
<p>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.</p> <p>Not continued into 23-24</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p><i>Review:</i> This area has shown significant impact in Year 6 where the support has been focused. 12 children were supported throughout the year including disadvantaged and non-disadvantaged who had made less than expected progress in previous years. Of the 12, 2 had EHCPs and 6 were considered disadvantaged (including 1 EHCP child). Reading – 83% of disadvantaged met the expected standard, 17% working above. Writing – 67% of disadvantaged met the expected standard. Maths – 67% of disadvantaged met the expected standard</p> <p>For disadvantaged pupils, 100% of the group made expected progress or better, with 33% making accelerated progress in reading. In writing, 83% of the group made expected progress or better with 17% making accelerated progress. In maths 100% made expected progress or better, with 33% making accelerated progress.</p>	<p>1, 3, 4, 5</p>

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

Budgeted cost: **£40694**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parent Support – Ensuring families have access to a highly trained parent support worker with good links to the community and opportunities within it.</p>	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in</p>	<p>4, 5</p>

	<p>supporting pupil attendance and consequently, attainment.</p> <p>Working with parents to support children's learning - EEF</p> <p><i>Review:</i> 94 children were supported for 1 or more measures throughout the year directly by the Parent support worker. These ranged from children on CP right through to providing Christmas food hampers. There were 37 different types of support necessary in total. 46 of these children were registered as disadvantaged while 48 were not. There was a huge range of different amounts of time that were necessary to spend on the range of different cases. Thornhill is committed to continuing to support all families and will always do what it can to support families of all backgrounds. The PPG provides us with the ability to continue this work year on year.</p>	
<p>Embedding principles of good practice set out in the DfE's advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p> <p><i>Review:</i> Training and support have been provided for a new attendance officer. FFT used to explore attendance in greater depth. 19 disadvantaged children supported through persistent absenteeism. Towards the end of the year many of these improved significantly after initial longer periods of absence due to illness or holiday. Continued monitoring of these families is essential to ensure improved attendance in the coming year 23-24.</p>	4
<p>Supporting pupils' social, emotional and behavioural needs. Appointing inclusion manager to ensure children with these needs are well catered for.</p> <p>Creation of Nurture Room and Nurture group provision.</p>	<p>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.</p> <p>Improving social and emotional learning - Guidance Report - Education Endowment Foundation - EEF</p> <p><i>Review:</i> See above comments relating to social and emotional support provided as part of high quality teaching.</p>	5

<p>Supporting pupils' social, emotional and behavioural needs.</p> <p>Resourcing a behaviour system that promotes self-regulatory and metacognitive behaviours in children.</p>	<p>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.</p> <p>EEF - Improving Behaviour in School - Guidance Report</p> <p><i>Review:</i> <i>Whole school behaviour systems had an overwhelmingly positive outcome on pupil behaviour.</i></p> <p><i>In general, behaviour for learning is excellent across the school with the majority of pupils receiving 100% positive feedback on Classdojo.</i></p> <p><i>Across the whole school, 96% of children received 100% positive feedback.</i></p> <p><i>The small number of children who received negative feedback were supported to improve their behaviour and did so considerably for the majority of time.</i></p> <p><i>Of the very small % of pupils who received negative feedback more consistently, 2 were from the disadvantaged group. Additional support in the form of behaviour plans and parent support were provided.</i></p>	
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

Total budgeted cost: £95,321

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Refer to review above aligned with each area of the spend. These can be found in the Evidence to support this approach column.

Headline Data for Disadvantaged Pupils

EYFS (Early Years Foundation Stage)

100% of disadvantaged pupils achieve a good level of development.

Year 1 Phonics Screening

43% of disadvantaged pupils pass the phonics screening.

Year 2 Phonics

91% of disadvantage pupils pass the phonics screen by end of KS1.

KS1 SATs

Reading – 73% of disadvantaged pupils meet ARE - Writing – 45% of disadvantaged pupils meet ARE - Maths 54% of disadvantaged pupils meet ARE.

KS2 SATs

- In reading, 80% of pupils met the expected standard, with 37% working at a high standard. One boy achieved full marks on the reading paper.
- In writing, 77% of pupils met the expected standard, with 3% working at greater depth.
- In GPS, 80% of pupils met the expected standard, with 40% working at greater depth.
- In mathematics, 83% of pupils met the expected standard, with 40% working at greater depth.
- In science Teacher assessment shows that 83% of pupils met the expected standard.

Disadvantaged pupils:

83% met the standard or above in reading, with 17% working at a high standard. In writing this was 67% and 0%, in GPS 67% and 17% and in mathematics 67% and 0%. 67% of this group met the expected standard in reading, writing and mathematics combined.

For disadvantaged pupils, 100% of the group made expected progress or better, with 33% making accelerated progress in reading. In writing, 83% of the group made expected progress or better with 17% making accelerated progress. In maths 100% made expected progress or better, with 33% making accelerated progress.