

Pupil premium strategy statement – Thornhill Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school <i>Based on numbers as of 19.12.25</i>	514 in total 482 excluding Nursery
Proportion (%) of pupil premium eligible pupils <i>Based on numbers as of 19.12.25</i>	17.6% (85 out of 482)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Bernice Waite
Pupil premium lead	Stephanie Reed
Governor / Trustee lead	Ashley Braund

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,000
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£106,000

Part A: Pupil premium strategy plan

Statement of intent

Thornhill Primary School – Pupil Premium Statement of Intent

At Thornhill Primary School, our vision of empowering children through a sustainable, diverse, arts-enriched education underpins all we do. We believe every disadvantaged pupil can achieve highly, develop confidence and curiosity and access the full range of opportunities needed to flourish in later life. Our aim is to remove barriers to learning so that every child can succeed academically, socially and emotionally.

Our Pupil Premium strategy focuses on raising attainment, improving early language development, strengthening adaptive teaching, increasing access to cultural and aspirational experiences, improving parental engagement and addressing persistent absence. These priorities reflect our commitment to giving all pupils the right support at the right time.

We are committed to ensuring that teaching is consistently adaptive across the curriculum so that disadvantaged pupils can access learning successfully every day. Early assessment and targeted intervention—including personalised speech and language support, reading development and tailored academic programmes—help prevent gaps from widening and accelerate progress where need is greatest. A strong collaborative structure ensures that the PPG Lead, SENDCo, Safeguarding and Pastoral Team, Attendance Officers, Year Leaders and Subject Leaders share information effectively to develop a clear, holistic picture of each child.

Wider opportunities are equally important. Disadvantaged pupils benefit from carefully planned enrichment and cultural capital experiences that broaden their understanding of the world and raise aspirations. Our commitment to an arts-enriched curriculum enables pupils to develop creativity, confidence and a sense of belonging. We also recognise the vital role families play in children's success. Strengthening parent engagement is a key part of our strategy; increasing opportunities for parents to participate in workshops, curriculum events and community activities will help build strong home-school relationships that reinforce learning and support pupil well-being.

Our key principles are:

High ambition for every child – ensuring disadvantaged pupils receive the highest-quality teaching and personalised support.

Early, proactive identification of need – acting swiftly to remove barriers to learning.

Working together as one team – using a whole-school, whole-child approach supported by strong professional collaboration.

Evidence-informed practice – drawing on EEF guidance and school evaluation to choose strategies with the strongest impact.

Broad experiences and raised aspirations – providing a well-sequenced enrichment programme linked to curriculum progression and future career pathways.

Strong partnerships with families – building parental confidence, improving participation and ensuring families are fully included in school life.

Our strategy is focused, sustainable and designed to have the greatest impact on those who need it most. Through excellent teaching, targeted academic support, improved parent engagement and wider strategies that reflect our ethos and vision, we aim to ensure all disadvantaged pupils at Thornhill Primary School are empowered to succeed now and in the future.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment Gap for Disadvantaged Pupils</p> <p>Attainment for disadvantaged pupils remains below that of their peers. Despite targeted support, too many pupils do not meet age-related expectations across core subjects. Strengthening assessment, refining personalised intervention and improving cross-team information sharing are essential to secure sustained progress and close gaps.</p>
2	<p>Early Language and Communication Development</p> <p>A growing number of children enter EYFS with significant language and communication delays. Strengthening early speech, language and communication provision, including high-quality oracy strategies and structured opportunities for speaking, listening and responsive interaction, is essential to accelerating development and preventing early gaps from widening.</p>
3	<p>Consistency of Adaptive Teaching Across the Curriculum</p> <p>Ofsted identified variation in teachers' use of adaptive teaching, particularly in some foundation subjects. While strong practice exists in core areas, there is inconsistency in how learning is scaffolded and adapted for disadvantaged pupils. Embedding high-quality adaptive practice across all subjects is needed to improve access and outcomes.</p>
4	<p>Limited Cultural Capital and Aspirational Opportunities</p> <p>Many disadvantaged pupils have limited access to cultural, social and enrichment experiences outside school. This restricts their background knowledge, confidence and ability to link learning to wider-world contexts or future careers. A coherent programme of enrichment and aspirational curriculum experiences is needed to broaden pupils' aspirations.</p>
5	<p>Low Levels of Parental Engagement</p> <p>Parental engagement remains limited, with few parents and carers accessing school workshops or curriculum events. This reduces opportunities to reinforce learning at home and build strong school-family partnerships. A more strategic approach is required to increase participation and develop a supportive and accessible school community.</p>
6	<p>Persistent Absence Among a Small Group of Pupils</p> <p>A small number of disadvantaged pupils experience persistent absence, despite multi-agency involvement. Limited engagement with attendance support means barriers are not always identified early. A proactive, collaborative approach is needed to intervene sooner, improve attendance habits and reduce the risk of academic or social decline.</p>

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
<p><i>Context & Ofsted strengths relevant to this challenge</i></p> <p><i>Ofsted recognised that leaders have designed an ambitious curriculum and that early reading is a strength of the school. Behaviour and attitudes are strong, meaning pupils are ready to learn. These positive foundations provide the conditions in which disadvantaged pupils can thrive.</i></p> <p><i>However, despite this ambitious curriculum, disadvantaged pupils still achieve less well than others. The school needs a more systematic approach to tailoring teaching and interventions so disadvantaged pupils can keep pace with their peers across all subjects.</i></p> <p><u>Intended outcome 1</u></p> <p>By 2027, disadvantaged pupils will achieve outcomes closer to their peers across all key stages, with clear improvement in reading, writing and mathematics and foundation subjects being closely monitored to identify positive practices which support the 'gaps' closing between disadvantaged pupils and their peers.</p>	<ul style="list-style-type: none"> • Create a whole-school collaborative structure which will strengthen systems between: PPG lead, SENDCO, LAC designated staffing, Safeguarding team, attendance office / attendance champions, year group leaders and subject leaders. These teams will collaborate to build a holistic profile of every disadvantaged pupil, ensuring information is shared, provision is aligned and actions are timely. • Gaps in core subjects close year-on-year. • Shared practice within foundation subjects whereby gaps have been decreased. • Personalised interventions show measurable impact each term. • Termly pupil progress reviews include multi-leader input and lead to refined provision. • Disadvantaged outcomes are broadly in line with peers in at least two core subjects by 2027.
<p><i>Context & Ofsted strengths relevant to this challenge</i></p> <p><i>Ofsted highlighted that pupils enjoy reading and that phonics is a strong feature of school practice. This provides a strong foundation for language development. However, Ofsted also noted that some pupils need more support to develop spoken language at an early stage.</i></p> <p><i>Rising numbers of pupils enter EYFS with speech, language and communication delays, so the challenge requires a targeted and early approach.</i></p> <p><u>Intended Outcome 2</u></p> <p>By 2027, disadvantaged pupils will demonstrate stronger oral language and communication skills by the end of Reception, reducing gaps with their peers.</p>	<ul style="list-style-type: none"> • Good level of development (GLD) outcomes increase year-on-year for disadvantaged pupils. • Speaking and listening strategies are embedded across EYFS and KS1. (Observations / learning walks, EYFS leader monitor and English leader monitoring) • Staff confidence and capability in language development increase. (Based on staff CPD and CPD feedback, observations / learning walks, book monitoring) • Targeted, Personalised Intervention Approach will be adopted which will also link to challenges 1,3 and 6. • EYFS staff trained to deliver high-quality oral language work (lining the following practitioners: EYFS teachers and teaching assistants, EYFS leader and English lead)

	<ul style="list-style-type: none"> • Individual speech sound or receptive/expressive language interventions • Structured dialogic teaching approaches embedded daily • Broadening the opportunities for children to listen and respond within structured dialogue opportunities.
<p><i>Context & Ofsted strengths relevant to this challenge</i></p> <p><i>Ofsted reported that most teachers adapt learning well, but in a few subjects, teaching is not always adapted to meet needs. With a well-designed curriculum already in place, the next step is ensuring consistently high-quality adaptive teaching across all subjects, not only core areas.</i></p> <p><u>Intended Outcome 3</u></p> <p>By 2027, adaptive teaching will be consistently embedded across all subjects, ensuring unbiased access to the curriculum for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Book looks and observations show consistent adaptive strategies. • Curriculum documentation includes subject-specific scaffolds. • Pupil work shows fewer gaps in foundation subjects. • Recording of personalised intervention • Feedback of approaches during discussions between teachers and appropriate leaders. <p><i>Whole-School Collaborative Structures</i></p> <p>The following colleagues will work together to ensure effective adaptations:</p> <ul style="list-style-type: none"> • PPG Lead, ensuring strategies match pupil needs • SENDCo, ensuring adaptations align with SEND profiles • Subject Leaders, providing subject-specific adaptive strategies • Year Group Leaders, ensuring consistency across three-form entry
<p><i>Context & Ofsted strengths relevant to this challenge</i></p> <p><i>Ofsted highlighted that pupils behave well, show respect and are keen to participate in learning. This means pupils are well placed to benefit from wider opportunities.</i></p> <p><i>However, not all disadvantaged pupils have the same access to enrichment, cultural capital, or experiences beyond school that help them build aspiration and contextual understanding.</i></p> <p><u>Intended Outcome 4</u></p> <p>By 2027, disadvantaged pupils will have sustained access to high-quality enrichment and cultural opportunities that strengthen aspiration and broaden life experience. There will be recognisable links between learning and their curriculum and experiences / opportunities outside of 'school-life'.</p>	<p><i>Whole-School Approach</i></p> <p>The school will embed:</p> <ul style="list-style-type: none"> • A universal enrichment entitlement for all pupils - every pupil, including those who are disadvantaged, will have guaranteed access to a set of enrichment opportunities throughout the year. It ensures that enrichment is something the school commits to providing for all pupils. • In practical terms, this might include: guaranteed participation in trips, visits, or workshops, access to music, arts, sports or outdoor learning experiences, opportunities for leadership, clubs or competitions and a programme of inspiring experiences linked to the curriculum. • A sequenced cultural capital programme mapped to curriculum progression - a structured, year-by-year programme of cultural experiences, knowledge and opportunities that links directly with what pupils are learning in the curriculum.

	<ul style="list-style-type: none"> • Cultural capital is: planned, not accidental; progressive, with experiences building year-on-year; linked closely to subject content, so experiences deepen learning; experiences are organised in a logical order, becoming more challenging and meaningful as pupils move through the school. It is “mapped to curriculum progression” because each enrichment activity supports and strengthens the subject knowledge being taught. • Links with community organisations, local businesses and possible arts providers are established. • Career-linked visitors and aspirational experiences from EYFS to Year 6 • Every disadvantaged pupil participates in at least one enrichment activity each term. • Curriculum plans show clear links to real-world and future careers. • Pupil voice shows increased confidence, aspiration and cultural awareness as pupils having a sense of belonging, ensuring disadvantaged pupils are visible leaders, not just participants.
<p><i>Context & Ofsted strengths relevant to this challenge</i></p> <p><i>Ofsted noted that safeguarding arrangements are effective and that leadership is strong. This provides a secure base for developing trusting relationships with families. However, parental engagement remains inconsistent, especially for disadvantaged families.</i></p> <p><u>Intended Outcome 5</u></p> <p>By 2027, families—especially those of disadvantaged pupils—will be more actively involved in school life, learning and curriculum events, leading to improved attendance and attainment.</p>	<ul style="list-style-type: none"> • Recordable increase in workshop attendance each year. • Parents / carers are actively contributing to school–community engagement. <p><i>Whole-School Approach to Improving Engagement</i></p> <p>The school intends to:</p> <ul style="list-style-type: none"> • Offer a structured calendar of parent workshops, curriculum showcases and “stay and learn” or “stay and play” events. • Improve communication pathways, including translated materials where required. • Provide opportunities for adults to be enabled in supporting their children (e.g., EAL support, phonics workshops, early reading support, maths workshops). • Increasing opportunities for cultural days throughout the year. • Collaborative feedback from pastoral team, parents / carers to report an increase in confidence in supporting their child’s learning.

<p><i>Context & Ofsted strengths relevant to this challenge</i></p> <p><i>Ofsted highlighted that pupils feel safe and that safeguarding is robust. This provides a strong foundation for improving attendance. However, persistent absence among a small group of disadvantaged pupils continues to be a barrier, requiring a more preventative and systematic response.</i></p> <p><u>Intended Outcome 6</u></p> <p>By 2027, persistent absence among disadvantaged pupils will be significantly reduced through proactive, family-centred intervention.</p>	<ul style="list-style-type: none"> • Attendance will be tackled through coordinated work between: PPG lead, SENDCO, LAC designated staffing, Safeguarding team, attendance office / attendance champions, year group leaders • These teams will analyse data, identify barriers early, deliver personalised attendance plans and meet families proactively. • Persistent absence decreases year-on-year. • Family meetings occur promptly when attendance declines. • Attendance for disadvantaged pupils moves closer to the school target of 97%.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £47,252.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole-School Adaptive Teaching & High-Impact TA Deployment Programme</p> <p>Implement a whole-school CPD programme to ensure consistently high-quality adaptive teaching and strategically deployment of teaching assistants is being implemented.</p> <p>Key elements include:</p> <p>Adaptive Teaching CPD for Teachers: Training on scaffolding, modelling, responsive teaching and subject-specific toolkits. Termly reviews of training being implemented</p> <p>High-Impact TA Deployment: CPD for teaching assistants to deliver structured interventions in reading, language and maths; termly review of deployment to ensure timely, targeted</p>	<p>EEF – High-Quality Teaching: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>EEF – Supporting Pupils with SEND: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send</p> <p>EEF – Teaching Assistant Interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF – Effective Professional Development: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	1, 2, 3, 6

<p>support; focus on pre/post-teaching, guided practice and small-group work.</p> <p>Collaborative Planning & Tracking: Teachers and TAs jointly plan interventions aligned to pupil assessment; shared tracking of adaptive strategies; SENDCo and PPG Lead provide specialist mentoring for SEND and SEMH needs.</p> <p>Intent: Strengthen teaching and targeted support to accelerate progress for disadvantaged pupils, ensuring adaptive practice is consistent and interventions are impactful.</p>		
<p>Early Language & Communication Programme (EYFS–KS1)</p> <p>Work alongside English lead to develop key opportunities for oracy strategies and structured dialogic teaching in EYFS and Key Stage 1. Provide targeted early language interventions and coaching for staff to strengthen speaking, listening and vocabulary development.</p> <p>Intent: Improve oral language and communication skills for disadvantaged pupils to close early developmental gaps and support access to the wider curriculum.</p>	<p>Early Language Interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>EEF – Preparing for Literacy: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/early-years-interventions</p>	1,2
<p>Reading Development & Vocabulary Training</p> <p>Provide CPD for phonics (RWI), reading comprehension, vocabulary instruction and guided reading routines. Ensure disadvantaged pupils receive enhanced teacher-led reading instruction and support to access the full curriculum.</p> <p>Intent: Accelerate reading progress, improve vocabulary and ensure disadvantaged pupils can engage with all areas of learning.</p>	<p>EEF – Improving Literacy KS1 & KS2: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Explicit vocabulary instruction evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,2,4
<p>Maths Mastery & Early Number Fluency</p> <p>Provide CPD for mastery approaches across EYFS–KS2, including reasoning scaffolds, early number routines and structured fluency interventions. Focus on disadvantaged pupils not meeting expected standards.</p> <p>Intent: Improve mathematics attainment and reasoning skills, ensuring pupils develop strong foundations for future learning.</p>	<p>EEF – Improving Mathematics KS2/3: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Mastery learning approaches: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>NCTEM Mastering Number - https://www.ncetm.org.uk/math-hubs-projects/mastering-number-at-reception-and-ks1/</p>	1,3

<p>Collaborative Leadership & Monitoring Provide scheduled release for PPG Lead, SENDCo, Year/Subject Leaders and Pastoral/Safeguarding teams to monitor teaching, track interventions and refine provision collaboratively. Intent: Strengthen leadership oversight to ensure interventions are implemented effectively and adaptive teaching is consistent across the school.</p>	<p>EEF – Implementation Guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	<p>1,3,6</p>
<p>Curriculum Enrichment & Cultural Capital CPD Train staff to sequence enrichment experiences linked to curriculum progression, develop aspirational learning opportunities and strengthen links to real-world experiences and careers. Intent: Broaden pupils’ experiences, build cultural capital and increase aspiration, particularly for disadvantaged pupils with limited exposure to opportunities outside school.</p>	<p>EEF – Arts Participation: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>4,1,5</p>

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

Budgeted cost: £30,840.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Personalised Speech & Language Interventions Deliver individual and small-group oracy interventions targeting receptive and expressive language, speech sounds and structured dialogue. Intent: Close early language gaps, improve oral communication skills and support pupils’ access to the wider curriculum.</p>	<p>EEF – Early Language Interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,2</p>
<p>Targeted Reading Interventions Deliver 1:1 and small-group reading support, focusing on phonics, fluency, comprehension and precision teaching; link interventions directly to classroom learning.</p>	<p>EEF – 1:1 and Small Group Tuition: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support EEF – Improving Literacy KS1 & KS2: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1,2,4</p>

<p>Intent: Accelerate reading progress and close gaps between disadvantaged pupils and their peers.</p>		
<p>Maths Fluency and Reasoning Interventions Deliver targeted small-group and 1:1 maths interventions using formative and summative assessments to identify gaps; focus on reasoning, fluency and mastery approaches. Intent: Ensure disadvantaged pupils develop strong foundations in mathematics and achieve expected or higher standards.</p>	<p>EEF – Small Group Tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF – Mastery Learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1,3
<p>Tailored Interventions for Pupils with Persistent Absence Provide academic mentoring, catch-up sessions and pre-teaching for pupils with attendance issues; coordinate learning support with attendance plans. Intent: Minimise the impact of absence on learning and ensure pupils do not fall behind.</p>	<p>EEF – Mentoring: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>DfE – Improving School Attendance Guidance: https://www.gov.uk/government/publications/school-attendance</p>	1,6
<p>SEND-Aligned Intervention Programmes Provide targeted interventions for pupils with SEND, including specialist-led programmes in communication, cognition and SEMH; integrate provision with classroom learning. Intent: Ensure disadvantaged pupils with additional needs receive tailored support to achieve academic progress.</p>	<p>EEF – Supporting Pupils with SEND: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send</p>	1,2,3,4
<p>Structured Intervention Monitoring & Review Conduct termly multi-leader reviews (PPG Lead, SENDCo, Pastoral, Year/Subject Leaders) to track progress, evaluate impact and refine intervention programmes. Intent: Ensure interventions are effective, evidence-based and responsive to pupil needs.</p>	<p>EEF – Implementation Guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	1,3

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

Budgeted cost: £34,341.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental Engagement Programme Develop a structured calendar of workshops, curriculum showcases, “stay and learn” events to increase family involvement. Improve communication pathways, including translated materials where required and provide support for parents to help with learning at home.</p> <p>Intent: Strengthen home–school partnerships, increase parental confidence in supporting learning and improve pupil outcomes and attendance.</p>	<p>EEF – Parental Engagement Guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/parental-engagement</p>	5,6
<p>Attendance & Family Support Programme Coordinate multi-leader attendance monitoring, early identification of barriers, personalised attendance plans and proactive family meetings. Link attendance support with pastoral, safeguarding and intervention programmes.</p> <p>Intent: Reduce persistent absence, ensure consistent school attendance and prevent gaps in learning for disadvantaged pupils.</p>	<p>DfE – Improving School Attendance Guidance: https://www.gov.uk/government/publications/school-attendance</p> <p>EEF – Mentoring / Pastoral Support: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1,6
<p>Curriculum Enrichment & Cultural Capital Programme Provide a sequenced enrichment programme linked to curriculum progression, including trips, workshops, arts, music, sports, outdoor learning, leadership opportunities and career-focused experiences from EYFS to Year 6. Partner with local organisations, businesses and arts providers.</p> <p>Intent: Broaden pupils’ experiences, strengthen cultural capital and raise aspirations, particularly for disadvantaged pupils with limited opportunities outside school.</p>	<p>EEF – Arts Participation: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>EEF – Outdoor Learning & Enrichment Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1,4,5
<p>Aspirational and Careers Experiences Programme</p>	<p>EEF – Arts Participation and Aspirational Learning & Arts Participation / Community Engagement:</p>	1,4,5

<p>Provide opportunities for pupils to meet professionals, explore careers and take part in STEAM-related workshops. Map experiences progressively across year groups and link activities directly to the curriculum and future career pathways. Work with local organisations, community groups and external agencies to enhance learning opportunities, provide enrichment and support families. Develop mutual partnerships to sustain engagement and offer wider opportunities for disadvantaged pupils.</p> <p>Intent: Raise aspirations, develop personal and life skills and expose disadvantaged pupils to a range of careers and real-world contexts. Providing opportunities for learning beyond school, increase cultural capital and strengthen support networks for disadvantaged pupils and their families.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Careers Education Guidance – DfE: https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools</p> <p>DfE – Working with External Providers: https://www.gov.uk/government/publications/external-agencies-working-with-schools</p>	
<p>Pastoral & SEMH Support Programme</p> <p>Deliver whole-school and targeted support for emotional well-being, including counselling, social skills programmes, peer mentoring and trauma-informed approaches. Work with SENDCo and pastoral team to integrate SEMH support with classroom learning.</p> <p>Intent: Improve emotional resilience and readiness to learn, reducing social and emotional barriers for disadvantaged pupils.</p>	<p>EEF – Social and Emotional Learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,4,6

Total budgeted cost: £112,433.55

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Thornhill Primary's Pupil Premium Strategy (2022–2025) aimed to ensure disadvantaged pupils achieved strong academic outcomes, improved wellbeing, and access to cultural enrichment. The strategy focused on oral language, reading, phonics, maths, attendance, and social-emotional support, supported by high-quality teaching, targeted interventions and specialist staff.

End of year 2024–2025 data shows progress in several areas: 60% of disadvantaged pupils achieved a Good Level of Development in EYFS; 64% met the Year 1 phonics standard and 38% achieved combined age-related expectations in KS2 reading, writing, and maths. Disadvantaged pupils performed particularly well in maths, while literacy outcomes remain a key focus.

Attendance and wellbeing initiatives continue to support vulnerable pupils, while enrichment activities have increased engagement and cultural exposure. The strategy has narrowed attainment gaps in key areas, though further work is needed in literacy and combined KS2 outcomes. Ongoing refinements will target these areas in 2025–2026.

Key data information at the end of 2024-2025

We had 75 pupils (17%) eligible for pupil premium which is close to the national average.

Of those 75 children, all are taking Free School Meals (current deprivation) which is close to the national average of 25%.

- 0 children are from Nursery (EYPP)
- 5 children are from EYFS – Reception
- 23 children are from KS1
- 47 children are from KS2

Early Years Foundation Stage Good Level of Development (GLD)

Cohort of 85 children with 43 boys and 42 girls

GLD	2023	2024	2025
Thornhill Primary	80%	83%	80%
National	67%	68%	69%
Central Beds	67%	68%	

- 60% of disadvantaged children achieved GLD
- 67% of SEND children achieved GLD
- 71% of EAL children achieved GLD

Phonics - Year 1

Year 1 cohort of 85 pupils (44 boys, 41 girls)

GLD	2023	2024	2025
Thornhill Primary	77%	84%	86%
National	79%	80%	81%
Central Beds	78%	79%	

- There are 11 disadvantaged pupils, 9 pupils SEND pupils and 48 EAL pupils.
- 64% of disadvantaged pupils met the standard.
- 56% of SEND pupils met the standard.
- 90% of EAL pupils met the standard.

Reading	Age related Expectations (ARE)			Greater Depth (GD)		
	2023	2024	2025	2023	2024	2025
Thornhill Primary	80%	80%	78%	37%	37%	41%
National	73%	74%	75%	28%		
Central Beds	71%			No data		
Writing	Age related Expectations (ARE)			Greater Depth (GD)		
	2023	2024	2025	2023	2024	2025
Thornhill Primary	77%	80%	73%	3%	10%	10%
National	71%	72%	72%	14%		
Central Beds	65%			No data		
Maths	Age related Expectations (ARE)			Greater Depth (GD)		
	2023	2024	2025	2023	2024	2025
Thornhill Primary	83%	83%	85%	40%	33%	46%
National	73%	73%	74%	23%		
Central Beds	67%			No data		

- Cohort of 41 pupils: 29 girls, 12 boys. There are 8 disadvantaged, 7 SEND and 16 EAL pupils.
- **Disadvantaged pupils (50% of disadvantaged children are also SEND) → 38% met ARE in reading, 38% in writing and 63% in maths.**
38% Combined R, W, M
National combined RWM 2024-2025: 47%
- **SEND pupils → 0 children met ARE in reading, 1 in GPS and 1 in maths. 0 children achieved ARE in writing (5 children are working at Pre Key Stage level i.e. KS1. 0 Combined R, W, M**
- **EAL pupils → 88% met ARE in reading, 81% in writing and 94% in maths. 75% Combined R, W, M**

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Reading on your Head	Reading on Your Head
Read Write Inc Phonics	RWI – Oxford Owl
Mastering Number	NCTEM – part of Enigma Maths Hub