Changing Lives Learning Trust

INCLUSION · RESPECT · RESILIENCE · ASPIRATION

Pupil Premium Statement

Approved By			
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Position: Governor	Governor		
Signed:			
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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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	75 (Reception – Y6)
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Georgina Mawson
Pupil premium lead	Georgina Mawson
Governor / Trustee lead	Emma Sloan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,330
Recovery premium funding allocation this academic year	£4,500 WELL funding
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£37830

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 focus on the whole child and aim for all pupils to leave primary school physically, socially, emotionally and academically ready to succeed at secondary school and life beyond school.

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.
We aim to ensure our disadvantaged pupils have also been exposed to a language-rich environment and a variety of experiences that increases their knowledge of the world and their aspirations. We aim to teach ensuring pupils will 'know more and remember more' in terms of the complexity and critical and pivotal knowledge they need for success. We strive to equip them with skills and knowledge that will ensure they are resilient, independent learners who can overcome challenges, solve problems and have a thirst for learning.
Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing have been impacted.
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.

Challenges

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

Challenge Number	Detail of challenge
1	**Speech, Language and Communication** Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills, particular in Early Years, with an increase in underdeveloped Speech, Language & Communication Skills. With increasing nursery pupils arriving in school working below the expected standard, we want to strengthen our staff knowledge and understanding to support our outcomes.
2	**Emotional well-being** Emotional well-being, social and emotional skills and the impact on children being ready to learn. These challenges particularly affect disadvantaged pupils, including their progress. We would like to further enhance our capacity to offer pastoral support and work closely with external agencies.
3	**Attainment** Assessments and End of KS1 & KS2 SATs, indicate a reduction in the percentage of pupils achieving the expected standard, particularly in Mathematics.
4	Observations and discussions with pupils and families have identified social and emotional difficulties for many pupils, notably due to a lack of enrichment and wider life/cultural opportunities due to socio-economic deprivation. These challenges particularly affect disadvantaged pupils, including their attainment.
5	There is a high number of pupils who have been identified with Special Educational Needs or who are being referred to external agencies.

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.
All pupils have support available to support their social, emotional and mental health to ensure they are ready to learn.	Pupils receive ELSA or other available support/interventions and are using strategies they have learnt and developing their skills to support them to access all their learning.
To diminish the difference in attainment of disadvantaged pupils and their peers in reading, writing and mathematics.	Pupils are working within their age-related expectations and make good to accelerated progress. The gap between disadvantaged and their peers diminishes and statutory assessments results show this across all years in Reading, Writing, SPAG and Maths.

All pupils have opportunities to broaden their minds and cultural life experiences. All pupils have the opportunity to participate in residentials and extra-curricular activities.	Children are experiencing enrichment activities that they have not had the opportunity to participate in before and are widening their cultural capital. This will be measured through those PP children who are participating in the residential and extra-curricular clubs, as well as day trips/experiences.
There is a high number of pupils who have been identified with Special Educational Needs or who are being referred to external agencies.	Pupils who are on the SEN register are receiving support internally and externally and are making progress.
To ensure the mental and physical health of pupils and their families is such that it supports children's learning and attendance.	Pupils are happy, healthy and ready to learn. Parents promote a healthy lifestyle and recognise the importance of their part in their child's education and attendance at school.
RWI tutoring ensures the children who are struggling not achieving the expected standard for their age have 1:1 catch up to ensure they make good progress and do not fall behind.	RWI interventions show that children are making good or better than expected progress and their attainment is inline with age related expectations.
Children who have received support through School-Led Tutoring have closed the education gap between pupils and their peers.	The gap is closing or inline between PP and non-PP pupils in Maths, Reading, Writing and SPAG.
Accelerated Reader is established and used consistently across KS1 & KS2. Pupils develop a love for reading and make good progress.	Pupils make good progress in their reading attainment.

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: **£6,949.51**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (Accelerated	When used effectively, diagnostic assessments can indicate areas for	3, 5

Reader/Star Reader & Boxhall Profile)	development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time."	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	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 | Teaching and Learning Toolkit | EEF	1
Purchase of RWI resources and continue to work with the RWI development lead to further embed best practice. Time out of class for the Reading Lead to deliver regular phonics coaching to ensure best practice is being delivered.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF Studies show some disadvantaged pupils do not develop phonological awareness at the same rate as their more advantaged peers as they have been exposed to fewer words spoken and books read at home. Daily phonics teaching and interventions help improve decoding and reduce the gap. Some disadvantaged pupils have less access to books than their counterparts and reading at home may not be a priority. Reading at school for 30 minutes a day helps reduce this gap, develop a love of reading and reduce the gap in the	3

	number of words read by disadvantaged and their peers. Fast Track Tutoring provides a simple, but powerful solution to accelerate pupils' reading progress. The online training and Tutoring Packs have been written and developed by Ruth Miskin and the training is delivered by her expert trainers. Tutors learn how to teach pupils to read letters, blend sounds into words and read matched 'decodable' stories. The online explanatory films, practice films and 'in action' films guide tutors through every part of the tutoring.	
Improve the quality of social and emotional (SEL) learning. Delivery of a half-termly bespoke Forest School sessions for Year groups 1-6, with a focus on Social, Emotional and Mental Health.	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): Improving_Social_and_Emotional_Learning in Primary Schools | EEF	2, 5

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

Budgeted cost: **£18,088.49**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. One to One and small group interventions to address learning gaps.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | Teaching and Learning Toolkit | EEF	1, 3, 5

Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Small group tuition | Teaching and Learning Toolkit | EEF	
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 | Teaching and Learning Toolkit | EEF	3
Deliver of ELSA sessions on a weekly basis.	Studies show social and emotional learning approaches can have a positive impact in academic outcomes but do not always. Nevertheless, studies show there are other benefits to the interventions such as being able to effectively manage emotions which will be beneficial to pupils in their daily life. The approach can also raise pupil's self-esteem, provide them with approaches to help them become more resilient and as such help them improve their approach to learning in class	2, 5
Additional support in Maths targeted at disadvantaged pupils who require further support to reach age related expectations.	1:1 and small group interventions allow teaching to focus exclusively on a small number of learners. This can be to provide support to lower attaining learners or those falling behind but can also be used as a more general approach to ensure effective progress or to revisit challenging skills. Studies in England have shown that pupils eligible for free school meals receive benefits from small group tuition. Studies show that implementing interventions early, as mathematical difficulties can affect performance in other areas of the curriculum, and to reduce the	3, 5

	risk of children developing negative attitudes and anxiety about mathematics. Improving Mathematics in Key Stages 2 and 3 | EEF	

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

Budgeted cost: **£12,792.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding towards: outdoor and adventurous residential and day trips, Geography fieldtrips and other trips linked to the curriculum. Funding to deliver a weekly bespoke Forest School session.	Participation in wider life/cultural experiences may not have a huge impact on academic learning but they can lead to improved engagement back in the classroom and give children the chance to experience things that they would otherwise not be able to. Broadening pupil's minds and life experiences helps make pupils have higher aspirations and as such work harder to achieve the career and goals they set themselves. Increasing the cultural capital for all pupils.	2, 4, 5
Purchase of Termly Attendance and Curriculum Awards.	Reward the achievements of pupils to provide incentives for pupils to attend and succeed in everyday school life. Increasing a culture of achievement.	2, 3, 4
One free afterschool extra-curricular clubs for disadvantaged pupils.	Giving access to extra-curricular clubs helps reduce the gap of what children experience due to their socioeconomic status. Active clubs promote wellbeing and all clubs help promote problems solving skills and improve teamwork and collaboration. Wellbeing is improved as children are stimulated in a safe fun environment.	4