

Pupil premium strategy statement – Thornley 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	33.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 2026/27 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	Termly
Statement authorised by	Natalie Fountain (Acting HT)
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,265.
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£77,265.

<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>	
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Part A: Pupil premium strategy plan

Statement of intent

Thornley Academy's main objective is to ensure that all disadvantaged children have the same opportunities, experiences, and access to a high-quality, outstanding education and that all barriers are removed. The pupil premium strategy plan works to ensure a level playing field for all disadvantaged children. This plan identifies the barriers that disadvantaged children experience and seeks to overcome them through careful evaluation of both the academic and pastoral needs of disadvantaged children. This pupil premium strategy ensures that we break down any barriers to disadvantaged children thriving in school and achieving their potential. High-quality teaching and learning are at the heart of this policy and school approach, focusing on areas where disadvantaged children require the most support, grounded in the latest educational research and evidence-based practices. This approach has proven to be the most effective in narrowing the outcomes gap for disadvantaged children and improving overall school outcomes. We will regularly monitor and evaluate the impact of our approaches, adapting strategies to sustain and improve the outcomes of all pupils. The approaches we use carefully assess and respond to the individual needs of children at Thornley Academy, ensuring that support is personalized and effective. The key principles of this policy are:

- To ensure that all disadvantaged children at Thornley reach their potential
- To raise the aspirations of all disadvantaged children
- To ensure that all children reach the attainment levels of non-disadvantaged children
- To develop the life chances of all disadvantaged children
- To further develop the understanding of vulnerable children of the educational opportunities available to them
- To enrich the lives of disadvantaged children by developing their cultural capital and wider curriculum experiences
- To work in partnership with families and the community to support holistic development

Challenges

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

Challenge number	Detail of challenge
1	Attainment in Phonics at the end of Year 1 is significantly below the National Expectations. This means children enter Year 2 without the skills they need in order to be fluent readers.
2	Attainment in Reading at the end of KS1 and KS2 is significantly below National Expectations. Children are not making the required progress and therefore cannot access the wider curriculum without the basic reading skills required.
3	Attainment in Maths at the end of KS1 and KS2 is significantly below National Expectations. Children need to develop their basic mathematical skills in order to access the curriculum at a deeper level and to make links across the maths curriculum.
4	Curriculum design needs to identify the key knowledge and skills required for children to access a broad and balanced curriculum. Children's experiences can be limited and therefore the curriculum needs to offer children the opportunity to deepen their knowledge across a range of curriculum subjects.
5	Enrichment opportunities for pupils provide wider opportunities to apply learning. By planning a curriculum which is embedded in our local area, children can use real life learning contexts to show relevance and importance enabling them to become positive local citizens.
6	Pupils' roles and responsibilities need to be clearly defined in order to raise aspirations and self-esteem and confidence. Children do not have the opportunities outside of school to take an active role in leading a project and the skills of communication and team work are essential life skills which need to be developed.
7	Further develop parental engagement so they are partners in their children's education. Parents can often feel intimidated by being in school so opportunities with a more social element will encourage closer working relationships. Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably linked to home issues. These challenges particularly affect disadvantaged pupils, including their attainment.
8	Attendance is well-below the expectation of 95% (92.28%). Attendance patterns for many children can fluctuate and this negatively impacts on learning progress. Attendance is significantly lower for disadvantaged children than the whole school percentage (85.46%).
9	Progress of pupils with SEND is below peers. Many children who are identified as SEND are also Disadvantaged(65%).
10	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident in the Early Years and Year 1.

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
Consistently increase the end of Year 1 phonics screening result (with aspirations of all children passing the test) by embedding a consistent approach to teaching phonics.	A higher proportion of pupils (including disadvantaged) reach the required level in phonics.
Increase end of KS1 and KS2 attainment in Reading showing good progress from the end of the previous Key Stage.	A higher proportion of pupils (including disadvantaged) reach the required level in reading.
Increase end of KS1 and KS2 attainment in Maths showing good progress from the end of the previous Key Stage.	A higher proportion of pupils (including disadvantaged) reach the required level in maths.
LTP and MTPs developed for each subject to ensure consistent teaching of Foundation subjects (including science) knowledge and skills.	LTP and MTP are used by teaching staff to deliver a progressive curriculum with a focus on specific knowledge and skills.
LTP of enrichment (visits and visitors) which support the curriculum teaching.	A LTP of enrichment is in place to provide real life experiences for pupils learning
Roles for pupils across school developed including whole school responsibilities and within classes.	Pupils play an active role in the development of the school and in supporting peers across a school day.
Parents attend school for a range of events across the school year linked to curriculum learning and whole school improvement priorities	Regular opportunities for parents to attend school are well attended and help parents to positively support their children's learning. Interventions and support are provided for those that are struggling.
Attendance is improved to be in line with National Average (95%)	Attendance figures are increased and procedures are in place to tackle low attendance
Progress of pupils identified with SEND make accelerated progress and gaps are closed.	Progress of pupils with SEND is carefully tracked to ensure gaps are closed through the correct provision being implemented
Approaches to developing pupils communication and interaction are developed consistently across the provision.	Pupils are more confidently articulating their thoughts and feelings as well as learning having a positive impact on attainment, progress and wellbeing.

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: £ 32512

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue to update, resource and upskill staff in the chosen DfE accredited phonics scheme (Little Wandle).</i>	EEF - Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. <u>EEF Teaching and Learning Toolkit: Phonics - additional 5 months progress</u>	1
<i>Deliver high quality CPD for staff in phonics, including those delivering targeted interventions</i>		1
<i>Continue to update and review texts for KS2 which are progressive and support good progress within individual reading.</i>	EEF - The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. <u>EEF Teaching and Learning Toolkit: Reading Comprehension Strategies – additional 6 months progress</u>	2
<i>Embed Reading comprehension through daily lessons (CPD)</i>		2
<i>Replenish resources for Accelerated Reader to ensure all ZPDs are well stocked</i> <i>Staff CPD on Phonics to Fluency</i>		
<i>Purchase texts for whole class reading to develop a love of</i>	EEF – importance of High Quality Texts Reading comprehensions strategies involve the teaching of explicit approaches and techniques	2

<i>reading and to raise expectations.</i>	a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.	
<i>Deliver high quality CPD in Mathematics linked to the Mastery approach (Archimedes Maths Hub)</i>	EEF - The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace (see also Individualised instruction).	3
<i>Purchase mathematics resources to support the learning and teaching within mathematics</i>	Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress (see also Collaborative learning and Peer tutoring) EEF Teaching and Learning Toolkit: Mastery learning + 5 months	3
<i>Purchase resources and texts to support the curriculum teaching (and non-fiction reading spine)</i>	Curriculum development is underpinned by the DfE Curriculum research reviews 2021-22. Curriculum research reviews - GOV.UK (www.gov.uk)	4
<i>Deliver (and for staff to attend relevant) CPD for curriculum leadership areas to develop a strong middle leadership. Cascade Teaching and Learning Advocate approach to all staff, continue CPD for advocates.</i>		4
<i>Ensure the wider school provision meets the Social and Emotional needs of disadvantaged pupils.</i>	EEF - The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL	9

<i>(eg. Zones of Regulation) across school (CPD required)</i>	interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. Social and emotional learning EEF additional 4 months	
<i>Embed a rolling program of staff CPD for SEND in conjunction with Special Needs services</i>	NASEN - One of the most impactful experiences for learners with SEND (special educational needs and/or disabilities) is to have access to high quality, inclusive teaching. A significant proportion of the needs that teachers encounter in the mainstream classroom can be met through High Quality Teaching. This means removing barriers to learning, getting to know and understand individual learners, and ultimately bringing the graduated approach to life. NASEN – Embedding Inclusive Practice	9
<i>Embed Professional Development for staff within EY in line with identified approaches</i>	Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. Communication and language approaches EEF + 6 months	10

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

Budgeted cost: £32512

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To embed Early Language interventions</i>	EEF - The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom	10

<i>in Nursery and Reception.</i>	climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Introduction and staff training on Launchpad for Literacy programme and Intensive Interactions approach. Oral language interventions EEF (educationendowmentfoundation.org.uk) + 6 months	
<i>To purchase SEND resources linked to outside agency advice in order to provide inclusive provision and targeted support for all pupils.</i>	NASEN - One of the most impactful experiences for learners with SEND (special educational needs and/or disabilities) is to have access to high quality, inclusive teaching. A significant proportion of the needs that teachers encounter in the mainstream classroom can be met through High Quality Teaching. This means removing barriers to learning, getting to know and understand individual learners, and ultimately bringing the graduated approach to life. NASEN – Embedding Inclusive Practice	9
<i>Appoint an HLTA for SEND to support positive implementation of professionals advice into classrooms for all children. (Support for TAs)</i>	EEF - The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) + 4 months	9
<i>Increasing time of a senco to support children and staff in school to increase speech and language services alongside Educational psychology and other agencies.</i>	The June 2019 EEF report identifies the early identification of struggling pupils and their targeted support as a key component of and effective Pupil Premium strategy. Evidence gathered by the EEF show that early intervention allows children to gain five months. • Evidence gathered by the EEF show that oral language interventions allow children to gain five months.	9
<i>Appoint TAs to support the delivery of reading intervention for the bottom 20%</i>	EEF - The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely	2

	matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. Small group tuition EEF (educationendowmentfoundation.org.uk) + 4 months	
<i>Appoint TAs to support the intervention within maths for the bottom 20%</i>	EEF - Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills. In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.	3
<i>Appoint TAs to support the embedding of phonics intervention for Keep Up in KS1 and Catch up in KS2</i>	EEF - Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared to small groups (+4 months) but this needs to be offset by the number of pupils who can receive support. Synthetic phonics approaches have higher impacts, on average, than analytical phonics approaches. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or	1

	work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.	
<i>Embed strong relationships with parents of SEND children to support progress of children</i>	EEF - The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental engagement EEF (educationendowmentfoundation.org.uk) + 4 months	9

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

Budgeted cost: £12,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Structured program of rewards and celebrations to raise the profile of attendance.</i>	DfE - Pupils with higher attainment at KS2 and KS4 had lower levels of absence over the key stage compared to those with lower attainment. Pupils who did not achieve the expected standard in reading, writing and maths in 2019 had an overall absence rate of 4.7% over the key stage, compared with 3.5% among pupils who achieved the expected standard and 2.7% among those who achieved the higher standard.	8
<i>Embed family after school clubs to develop strong links with parents.</i> <i>Embed parent 'coffee mornings' to share learning approaches</i>	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	7
<i>Provide wrap around care until 6pm with free places available for Disadvantaged pupils</i>		
<i>Enrichment curriculum embedded to support learning across the curriculum (visits, visitors and resources)</i>	Costs can exclude children from attending school trips which impacts on achievement. By subsidising (or offering for free) an identified list of trips, all children can access high quality learning experiences to build an ethos of attainment for all.	5
<i>Provide after school provision for a minimal cost in order to promote</i>	Physical activity (who.int) World Health Organisation identifies the positive impact of Physical Activity	

<i>physical fitness and mental wellbeing</i>		
<i>Support School Council and pupil voice groups in improving provision for all pupils (children's projects)</i>	Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) says that children and young people should have a say in decisions that affect their lives. A school council can provide a meaningful way in which pupils can voice their opinions and have their views taken into account in decisions which impact upon them.	6

Total budgeted cost: £77,265

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Attainment for disadvantaged pupils has improved in some areas, but remains below that of all pupils, and well below national averages.

IMPACT:

Reception - GLD - 50% (all pupils 55%)

Y1 phonics - 78% (all pupils 74%)

Y2 phonics - cumulative - 67% (all pupils 80%)

Y2 outcomes -

Reading 50%, Writing 16%, Maths 66%
(all pupils 76%, 40%, 62%)

Y3 outcomes -

Reading 57%, Writing 29%, Maths 57%
(all pupils 70%, 40%, 75%,)

Y4 outcomes -

Reading 60%, Writing 0%, Maths 40%
(all pupils 77%, 23%, 69%)

Y4 multiplication check - average score 15.3 (20+ is expected level; all pupils average was 19)

Y5 outcomes -

Reading 33%, Writing 33%, Maths 33%
(all pupils 38%, 38%, 38%)

Y6 Statutory Assessments-

Reading 50%, Writing 33%, Maths 33% , SPAG 50%
(all pupils 69%, 62%, 58%, 73%)

Attendance

81.7% PP for 2024/25 (all pupils 88.7%)

-Attendance figures were lower for disadvantaged pupils over the 2024-25 academic year. We continue to review our attendance procedures and to implement a robust system to improve outcomes. Strategies that have been used include referrals to request Early Help family workers, free breakfast club to encourage early arrival, time with our PSA to support emotional wellbeing, family meetings to offer support and advice and pick-ups from home.

Teaching:

Standards for Disadvantaged pupils remain lower than non-disadvantaged. A number of priorities need to be addressed in the academic year 2025-26 including focused CPD within phonics and developing consistent teaching approaches for the core subjects with a focus on modelling, targeted questioning and adapted teaching for those identified children. A re-design of the curriculum will support QFT for all children with Keep Up Intervention provided to ensure pupils maintain the pace of learning through the curriculum.

End of 2024-25

Little Wandle has had positive impact on phonics outcomes with an increase to 79%. Continue to work with Hub as new Reading Lead appointed. Focus on Phonics to fluency and confident tracking of Accelerated Reader. Launchpad for Literacy now introduced in EYFS setting, to be embedded moving forward.

Targeted Academic Support:

TA support remains high across school with a focus on reading. Moving into 2025-26, staff roles need to be developed to ensure targeted support links directly to the assessment of pupils and their next steps of development.

2024-25

TA support has fluctuated over last academic year. To ensure consistency and the full implementation of strategies from other professionals, consistent SEND TA support timetables have been developed by SENCO. KS1 focus on phonics and early reading and in KS2 individual interventions identified through use of STAR assessments. Use of volunteers through the Reading Partners program has helped to target individuals.

Wider Strategies:

The use of the PSA has had a positive impact on the lives of children and families. Her bespoke support ensures children are well supported at home and can attend school positively. Relax Kids is embedded and supports those children who require more focused support and this will continue.

Attendance continues to be a priority, with increased support and clear lines of accountability for staff need to be developed. Support Plans for parents to be key focus for implementation.

Parent opportunities were welcomed last academic year and these need strengthening within EY to raise the profile of the school and begin to increase pupil numbers.

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Externally provided programmes

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

Programme	Provider
Little Wandle	Big Cat Publications
Accelerated Reader	Renaissance

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.