

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	117
Proportion (%) of pupil premium eligible pupils	34.1% (40 pupils)
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	September 2026
Date on which it will be reviewed	Termly
Statement authorised by	Sarah Robson
Pupil premium lead	Sarah Robson
Governor / Trustee lead	Christine Varty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,200
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 (2026/2027)	£68,200

<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>	
--	--

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 personalised and effective. The key principles of this policy are:

- To ensure that all disadvantaged children at Thornley achieve well and attend school regularly
- To raise the aspirations of all disadvantaged children
- To ensure that all children reach the attainment levels and attendance 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	Attendance among disadvantaged pupils remains a significant barrier to learning and achievement. During the 2025–2026 academic year, disadvantaged pupils had an overall attendance rate of 87.9%, with 54% recording attendance below 96%. Persistent absence among disadvantaged pupils was 29.79%. These levels of absence reduce pupils' access to high-quality teaching, disrupt learning and can negatively impact academic progress and outcomes. Improving attendance and reducing persistent absence among disadvantaged pupils remains a key priority to ensure that all pupils can access the full range of learning opportunities and achieve their potential.
2	Internal assessments indicate that disadvantaged pupils' attainment in writing is significantly below national expectations. This gap limits pupils' ability to communicate effectively, apply writing skills across the curriculum and achieve their full academic potential. Improving the quality of writing and accelerating progress for disadvantaged pupils remains a key priority.
3	Pupils lack automaticity and rapid recall of key mathematical facts, which can limit their fluency, accuracy and confidence when applying mathematical knowledge. This can create barriers to tackling more complex calculations and problem-solving tasks, impacting overall attainment and progress in mathematics.
4	The proportion of disadvantaged children achieving a Good Level of Development (GLD) at the end of Reception is below the national average. This highlights the need to strengthen early identification of gaps in learning and provide targeted support to ensure disadvantaged children develop the knowledge and skills needed for a successful transition into Year 1.
5	Some children enter Nursery with underdeveloped speech, language and communication skills, with a number presenting with very limited language. These early barriers can impact vocabulary development, communication, listening and comprehension, limiting progress in Communication, Language and Literacy (CLL) and affecting future outcomes in reading and writing.
6	Disadvantaged pupils are underrepresented in after-school clubs, limiting their access to enrichment opportunities that develop interests, build confidence, strengthen social skills and broaden experiences beyond the classroom. Ensuring equitable access to extracurricular activities is a priority in supporting pupils' wider development and sense of belonging.

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
Improve attendance and reduce persistent absence among disadvantaged pupils, ensuring pupils access learning consistently and achieve their full potential.	Disadvantaged pupil attendance increases from 87.9%. Persistent absence among disadvantaged pupils reduces from 29.79%.
Improve writing attainment for disadvantaged pupils, accelerating progress and narrowing the gap with national expectations.	Disadvantaged pupils' writing attainment improves in line with school targets. The attainment gap between disadvantaged pupils and national outcomes reduces. Disadvantaged pupils demonstrate improved writing skills across the curriculum.
Improve disadvantaged pupils' fluency and rapid recall of key mathematical facts to support accuracy, confidence and problem-solving.	Disadvantaged pupils demonstrate improved recall of key mathematical facts. Maths attainment and progress improve in line with school targets. Pupils apply mathematical knowledge confidently to calculations and problem-solving tasks.
Increase the proportion of disadvantaged children achieving a Good Level of Development (GLD) at the end of Reception.	GLD outcomes for disadvantaged children improve towards or above national expectations. Targeted support accelerates progress in key areas of learning. Children are well prepared for transition into Year 1.
Improve disadvantaged children's speech, language and communication skills to support progress in vocabulary, reading and writing.	Children demonstrate improved communication and language skills. Vocabulary and listening and comprehension skills improve. Children make accelerated progress in Communication, Language and Literacy.
Increase disadvantaged pupils' participation in after-school clubs to enhance their confidence, social skills and wider experiences.	Increased number of disadvantaged pupils accessing after-school clubs. Disadvantaged pupils have equitable access to enrichment opportunities. Pupils demonstrate increased confidence, engagement and sense of belonging.

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: £ 29447

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high-quality, evidence-informed writing teaching through consistent modelling, scaffolding and explicit teaching of writing skills. Use regular assessment to identify gaps in disadvantaged pupils' writing and plan targeted interventions. Use regular book looks and pupil progress meetings to monitor progress and adapt teaching. Provide opportunities for pupils to apply writing skills across the curriculum.	EEF guidance: Improving Literacy in Key Stage 2 and Improving Literacy in Key Stage 1, which highlight explicit instruction, modelling, feedback and targeted support. EEF Teaching and Learning Toolkit: Evidence on feedback and oral language interventions to inform teaching approaches and improve writing outcomes.	2
Deliver regular fluency sessions to develop rapid recall of key mathematical facts, including number bonds, times tables and related number facts. Use daily retrieval practice and low-stakes quizzes to strengthen retention and automaticity.	1 EEF - The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. 2 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 Mastery learning also appears to be particularly effective when pupils are given	3

Use manipulatives and visual representations to secure understanding before moving towards independent recall. Monitor progress through regular assessments, book looks and pupil progress meetings. <i>Deliver high quality CPD in Mathematics linked to the Mastery approach (Archimedes Maths Hub)</i> <i>Work closely with Maths Hub to ensure delivery and approach is effective.</i>	opportunities to work in groups or teams and take responsibility for supporting each other's progress (see also Collaborative learning and Peer tutoring) 4 EEF Teaching and Learning Toolkit: Mastery learning + 5 months	
Deliver high-quality adult interactions, purposeful play and explicit teaching to address gaps in learning. Engage parents in supporting learning at home through regular communication and practical guidance. Hold regular EYFS pupil progress meetings to review progress, evaluate interventions and agree next steps. Ensure effective transition into Year 1 through shared assessment information and targeted support.	EEF guidance: Preparing for Literacy (Early Years), which highlights the importance of developing communication, language and early literacy skills. EEF Early Years Toolkit: Evidence on communication and language approaches, early literacy and parental engagement to inform provision and targeted support.	4, 6
Identify disadvantaged children with speech, language and communication needs through baseline assessments and ongoing observations. Develop vocabulary through explicit teaching, stories, rhymes, songs and	EEF guidance: Preparing for Literacy, which highlights the importance of developing spoken language, vocabulary and early literacy skills. EEF Teaching and Learning Toolkit: Evidence on oral language interventions, which supports targeted approaches to improving communication and language development.	5, 4

high-quality adult interactions. Embed opportunities for talk, listening and language development throughout the EYFS provision. Work with parents and external speech and language services to support children's communication development. Monitor progress through regular assessments and EYFS pupil progress meetings.		
Embed Professional Development for staff within EY in line with identified approaches	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	5, 4

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

Budgeted cost: £28512

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted support for spelling, grammar, punctuation, vocabulary and sentence construction.	EEF guidance: Improving Literacy in Key Stage 2 and Improving Literacy in Key Stage 1, which highlight explicit instruction, modelling, feedback and targeted support. EEF Teaching and Learning Toolkit: Evidence on feedback and oral language interventions to inform teaching approaches and improve writing outcomes.	2

Provide targeted interventions for disadvantaged pupils identified through assessment as having gaps in mathematical knowledge.	EEF guidance: Improving Mathematics in Key Stages 2 and 3, which highlights the importance of developing fluency, using representations and supporting pupils to make connections between mathematical concepts. EEF Teaching and Learning Toolkit: Evidence on metacognition and feedback to inform approaches that support pupils to practise, reflect on and improve their mathematical learning.	3
Identify disadvantaged children at risk of not achieving GLD through ongoing assessment and progress tracking. Provide targeted interventions in communication and language, early reading, writing and mathematics.	EEF guidance: Preparing for Literacy (Early Years), which highlights the importance of developing communication, language and early literacy skills. EEF Early Years Toolkit: Evidence on communication and language approaches, early literacy and parental engagement to inform provision and targeted support.	4
Deliver targeted speech and language interventions, including small-group activities and individual support where appropriate.	EEF guidance: Preparing for Literacy, which highlights the importance of developing spoken language, vocabulary and early literacy skills. EEF Teaching and Learning Toolkit: Evidence on oral language interventions, which supports targeted approaches to improving communication and language development.	5
To embed Early Language interventions in Nursery and Reception.	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 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. Staff CPD on Launchpad for Literacy programme, ELKLAN and Intensive Interactions approach. Oral language interventions EEF (educationendowmentfoundation.org.uk) + 6 months	5, 4

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

Budgeted cost: £10,241

Activity	Evidence that supports this approach	Challenge number(s) addressed
Hold weekly attendance meetings to monitor disadvantaged pupils' attendance and persistent absence, with clear actions and follow-up. Analyse DfE attendance bands to identify pupils at risk of persistent absence and target support. Implement rewards and incentives to recognise and improve good attendance. Work closely with families to address barriers to attendance and improve engagement. Issue Fixed Penalty Notice (FPN) referrals where appropriate, in line with local authority guidance.	EEF guidance on Putting Evidence to Work: A School's Guide to Implementation to support a structured, monitored approach to improving attendance. DfE guidance: Working Together to Improve School Attendance to inform early intervention, family engagement and targeted support.	1
Monitor participation in after-school clubs to identify disadvantaged pupils who are underrepresented. Remove barriers to participation by offering subsidised or fully funded places where needed. Provide a varied programme of enrichment activities that reflects pupils' interests and develops new skills. Promote clubs to families through regular communication and encourage	EEF guidance: A School's Guide to Implementation, to support the effective implementation and monitoring of enrichment provision. EEF Teaching and Learning Toolkit: Evidence on social and emotional learning to inform activities that develop pupils' confidence, relationships and wider personal development.	6

disadvantaged pupils to participate. Gather pupil and parent feedback to evaluate engagement and identify further opportunities. Monitor participation and review the impact of enrichment activities termly.		

Total budgeted cost: £68,200

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2025/26 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 67%)

Y1 phonics - 83.3% (all pupils 90%)

Y2 phonics - cumulative - 100% (all pupils 100%)

Y1 outcomes -

Writing 38.5%, Maths 50%
(all pupils 52.4%, 68.4%)

Y2 outcomes -

Reading 40%, Writing 40%, Maths 45.5%
(all pupils 40%, 40%, 38.9%)

Y3 outcomes -

Reading 80%, Writing 60%, Maths 100%
(all pupils 83.3%, 66.7%, 100%,)

Y4 outcomes -

Reading 77.8%, Writing 22.2%, Maths 77.8%
(all pupils 89.5%, 40%, 89.5%)

Y4 multiplication check - 24.1 average score (20+ is expected level; all pupils average was 23.7)

Y5 outcomes –

Reading 100%, Writing 20%, Maths 57.1%
(all pupils 100%, 58.3%, 78.6%)

Y6 Statutory Assessments-

Reading 60%, Writing 60%, Maths 40% , SPAG 60%
(all pupils 71%, 71%, 57%, 71%)

Attendance

87.9% PP for 2025/26 (all pupils 92.4%)

Attendance continues to be a high priority, weekly meetings with the attendance team ensure swift action for every child.

Teaching:

Standards for Disadvantaged pupils remain lower than non-disadvantaged. A number of priorities need to be addressed in the academic year 2026-27 including focused CPD within Writing and developing consistent teaching approaches for the core subjects with a focus on modelling, targeted questioning and adapted teaching for all children.

Continue to work with Maths Hub to embed Mastery approach. Focus on Phonics to fluency and confident tracking of Accelerated Reader. Launchpad for Literacy now introduced in EYFS setting, to be embedded moving forward.

All staff to be trained in ELKLAN with 2 lead practitioners in school. We will be working towards a communication friendly school.

Targeted Academic Support:

Staff deployment will be further developed to ensure that academic data and ongoing assessment for learning are used effectively to identify gaps in pupils' knowledge and understanding. Targeted support will be swiftly implemented to address identified gaps, with regular monitoring to evaluate impact and ensure pupils make progress towards their next steps in learning.

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.

Attendance continues to be a priority, with increased support and clear lines of accountability. 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.

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
TTRS	Maths Circle
Talk Boost	Speech and Language UK

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.