

# Pupil premium strategy statement – Thornton 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	129
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sarah Acton
Pupil premium lead	Joshua Simpson
Governor / Trustee lead	Mary Hirst

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,960
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£39,960

# Part A: Pupil premium strategy plan

## Statement of intent

We aim to support all children with making good progress across all subject areas. We want all of our pupils, regardless of their background or the challenges they face to develop into confident learners. We are focussed on supporting disadvantaged pupils to achieve this at Thornton Primary School. We place a great emphasis on supporting our disadvantaged pupils with their mental-health and well-being so this can impact positively across aspects of their school and wider life.

As part of our pupil premium strategy, we will consider the challenges our disadvantaged pupils face in their day to day to lives in and outside of school. Our pupil premium strategy details the key challenges to achievement that we have identified among our disadvantaged pupils at Thornton Primary School. By carefully considering the challenges our disadvantaged children face, we are able to plan effective ways to support them both academically and socially.

We are early to act and intervene when new or changing needs are identified. This means we are able to adapt to the needs of our children at Thornton Primary School, in turn ensuring all staff take responsibility for the outcomes of our disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations and discussions with pupils indicate under developed oral language skills and gaps with vocabulary amongst pupils both oral and written. This is particularly evident with some of our disadvantaged pupils.
2	Some of our disadvantaged pupils have a greater difficulty with phonics than their peers thus negatively impacting on their development as readers and writers.
3	Tracking across the school indicates that not all our pupils take up opportunities of reading for pleasure. This is particularly evident with disadvantaged pupils.
4	Internal assessments indicate that attainment across Reading, Writing and Maths is lower than non-disadvantage pupils.
5	Our observations/assessments through well-being questionnaires and social and emotional tracking/discussions with parents indicate social

	and emotional issues for many pupils and a lack of enrichment activities and their well-being is a concern.
6	Lower attendance and the need to improve attendance (our attendance data shows that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils).
7	Our assessments and observations indicate that a large percentage of disadvantaged pupils do not complete homework on a regular basis.

## 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 arithmetic and mental calculation skills amongst disadvantaged pupils.	<p>Y4 MTC data shows an increase in children achieving 20+ in the end of year MTC.</p> <p>Increase in standardised scores in NTS termly assessments in years 2-5.</p> <p>Data assessments show that disadvantaged pupils' arithmetic scores are increasing.</p>
Improve communication between parents and school.	<p>Parent feedback questionnaire sent home to gain the views of parents (not all parents complete at parents' evening). This one will be specifically based on the support provided to disadvantaged children.</p> <p>Cooking club with parents and disadvantaged children.</p> <p>Continue to share profile pages with parents regarding the support being provided.</p> <p>Increase in disadvantage attendance and support from EWO.</p>
<p>Improved phonics skills for disadvantaged pupils.</p> <p>Improved Reading, Writing and Maths attainment for disadvantaged pupils.</p>	<p>Assessments indicate the majority of disadvantaged pupils pass the phonics screening test (80% pass rate for the cohort).</p> <p>KS2 outcomes in 2023/24 for Reading, Writing and Maths show more than 70% of disadvantaged pupils met the expected standard.</p>
Improved well-being for all pupils in our school particularly our disadvantaged pupils.	Sustained high levels of well-being from 2023/24 demonstrated by qualitative data from student voice, student and parent

	<p>questionnaires, staff observation, social and emotional tracking, reduced number of incidents on the Behaviour Log, significant increase of pupils participating in enrichment opportunities.</p> <p>Cooking group with families.</p>
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## 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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths TT Rock Stars competitions throughout the year.</p> <p>Promote the use of TT Rock Stars with weekly timetable for each class.</p> <p>Parent support and meeting for Y4 MTC.</p>	<p>EEF Improving Working Memory and Arithmetic 2021 project University of Oxford.</p>	4
<p>Ongoing staff CPD for using the White Rose Maths scheme, as well our lesson structure for teaching Maths.</p> <p>Closely monitored Standardised scores and staff CPD on</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths Guidance KS1 and 2 (DfE).</p> <p>EEF Guidance Improving Mathematics in Key Stage 1 Improving Mathematics in KS2 &amp; KS3.</p>	4

using NTS tracking and reports.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised Tests, Assessing and Monitoring Pupil Progress EEF.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £9,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group/1:1 intervention in Reading and Maths for disadvantaged pupils falling behind age related expectations.	EEF Covid-19 Support Guidance for Schools EEF Guidance Improving Literacy in KS1/KS2.  EEF Guidance National Tutoring Programme Small group tuition – Toolkit Strand One to One Tuition – Toolkit Strand.	4
Set up after school tuition and homework club.	EEF Covid-19 Support Guidance for Schools EEF Guidance Improving Literacy in KS1/KS2.  EEF Guidance National Tutoring Programme Small group tuition – Toolkit Strand One to One Tuition – Toolkit Strand.  EEF Working with Parents to Support Children’s Learning.	3, 4, 7
Promoting reading for pleasure and encouraging wider reading out of school – purchase of books for disadvantaged pupils & lunchtime reading club.  Introduction of the new reading board	EEF Guidance Improving Literacy in KS1/KS2 Book Trust research on Reading for Pleasure 2020.	1,2, 3, 4

game to help to support reading for pleasure and support with reading from home.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA support/BOXALL questionnaires/pupil questionnaire.</p> <p>Support for parents with homework and attendance.</p> <p>Parent questionnaire specifically for parents of disadvantaged children.</p> <p>Cooking club with families.</p>	<p>EEF Guidance Report Improving Social and Emotional Learning in Primary Schools EEF Social and Emotional learning.</p> <p>EEF Extending School Time project found that after-school projects linked to the curriculum with a clear structure provide academic benefits.</p>	5, 7
<p>Enhanced opportunities for enrichment to impact positively on social and emotional well-being.</p> <p>Enrichment clubs.</p> <p>Support from LCH charity towards funding towards residential trips.</p>	<p>EEF Extending School Time project found that after-school projects linked to the curriculum with a clear structure provide academic benefits.</p>	5

Cost towards trip/school uniform/milk.		
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**Total budgeted cost: £40,550**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Reading

Year	1	2	3	4	5	6
<b>Overall</b>						
<b>St score</b>	N/A	105.4	106.2	110	110.7	105.3
<b>% EXS and above</b>	N/A	73%	73.30%	90.50%	81%	93.3%
<b>Disadvantaged</b>						
<b>St score</b>	N/A	91.2	112.75	100.75	114.4	103
<b>% EXS and above</b>	N/A	25%	100%	75%	100%	100%

#### Maths

Year	1	2	3	4	5	6
<b>Overall</b>						
<b>St score</b>	N/A	103.8	103.5	109.4	111.3	106.6
<b>% EXS and above</b>	N/A	80%	80.00%	85.70%	81.00%	93.3%



<b>Disadvantaged</b>						
<b>St score</b>	N/A	97.2	104.5	97.5	113.8	109.5%
<b>% EXS and above</b>	N/A	50%	100%	75%	80%	100%

### Writing TA

<b>Year</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Overall</b>						
<b>% EXS and above</b>	71.00%	67%	73%	81%	71%	87%
<b>Disadvantaged</b>						
<b>% EXS and above</b>	50%	25%	100%	50%	80%	100%

### EYFS

<b>EYFS % GLD</b>	80.8%
<b>Disadvantaged % GLD</b>	20%

### Phonics

<b>Y1 Phonics % pass</b>	90.5%
<b>Disadvantaged % pass</b>	83.3%

	GPS	Reading	Writing	Maths	Combined
<b>Disadvantaged KS2 % EXS and above</b>	100%	100%	100%	100%	100%
<b>Average scaled score</b>	104.5	103		109.5	
	GPS	Reading	Writing	Maths	Combined
<b>Disadvantaged KS2 % GDS</b>	0%	0%	0%	0%	0%

**Increase in disadvantaged standardised scores during the last academic year (23-24):**

<b>Reading</b>				
	Autumn	Spring	Summer	Overall Progress
<b>Y2 PP</b>	90.3 33%	90.7 25%	91.2 25%	+0.9  Increase in the number of PP children
<b>Y3 PP</b>	103 75%	107.3 100%	112.7 100%	+9.7 +25%
<b>Y4 PP</b>	90.3 33%	96.5 50%	100.7 75%	+10.4 +42%
<b>Y5 PP</b>	100 75%	108.2 100%	114.4 100%	+14.4 +25%

<b>Maths</b>				
	Autumn	Spring	Summer	Overall Progress
<b>Y2 PP</b>	95.6 33%	97 50%	+97.2 50%	+1.6 +17%
<b>Y3 PP</b>	100.7 100%	103.2 100%	104.5 100%	+3.8
<b>Y4 PP</b>	93.6 33%	104.5 100%	97.5 75%	+4.1 + 42%
<b>Y5 PP</b>	107.6 80%	112.8 80%	113.8 80%	+ 6.2

### **High quality teaching and Intervention sessions with trained LSA staff**

Y1 phonics check-83% pass rate for our disadvantage children.

Y2 phonics check retake PP child passed.

Ongoing CPD for staff in delivery of the phonics scheme.

Staff are receiving on-going support on delivery of the Write-Stuff Scheme. The development of vocabulary is a key element of this. Pupils are responding well to the exposure of good quality texts recommended to go along with the scheme. Working walls are now more consistent with vocabulary, including synonyms and definitions.

PPG pupils have received two books through Book Club to promote reading for pleasure. Children and parents provided with information about Summer reading challenge. School are aware of this and we try to provide as many opportunities for pupils to be listened to read- including every class having a priority reading list with PPG children. All children interviewed during the year and this shows where reading for pleasure at home has improved.

Reading game board introduced to improve reading for pleasure at home.

Staff received on-going support on the delivery of Maths.

Reading, Writing and Maths data for PP is continually analysed to measure the impact of school's work. SS scores have improved (see data above).

2 members of staff remained trained through the National Tutoring Programme.

Staff trained in delivering reciprocal reading.

Intervention sessions during some afternoon assemblies.

### **Improve enrichment activities/well being**

90% of pupils attended After-School Club and therefore accessed the wider opportunities the school provides (Sports Clubs, Art & Craft Club Cooking, IT/DT). This a 5% increase on last year.

All children have had personalised profile pages made for them with identified support and this was shared with parents during parents' evening meetings. Children have also met with senior leadership to discuss school/after school clubs and hobbies.

Class trips with funding for PPG children.

Residential trips with some funding for PPG children.

Contact made with LCH regarding funding.

PP pupils also had access to ELSA Support (Emotional Literacy). This also includes bespoke activities to address pupil's needs and also Lego Therapy where this has been identified as a need.

Homework club ran for KS1 children to help them engage with homework alongside peers where necessary.

Cooks For Life external charity-6 families received support/cooking ideas/recipes and cooking sessions after school for 5 weeks.

Attendance for PPG pupils is currently 92.3% (Non PPG 95.9%). This is carefully monitored by the EWO and actioned where necessary. PPG attendance has increased from last year.

## **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.*

<b>Programme</b>	<b>Provider</b>
Times Tables Rock Stars	Maths Circle Ltd.