



Pupil Premium Policy 2026-2027

Aims

At Thornton Primary School, we have high aspirations and ambitions for all our children, and we believe that no child should be left behind. We firmly believe that success is not determined by a child's background, but by the opportunities, support and high-quality education they receive. We are committed to ensuring that all children, regardless of circumstance, achieve their full potential.

Pupil Premium funding represents a significant investment in improving outcomes for disadvantaged pupils. This policy outlines how we will use this funding effectively to remove barriers to learning and secure the best possible outcomes for eligible pupils. The primary aim of the Pupil Premium is to improve educational outcomes for disadvantaged pupils and help close the attainment gap between them and their peers.

Background

The Pupil Premium is additional government funding allocated to schools to improve outcomes for disadvantaged pupils. Funding is primarily based on pupils who have been eligible for Free School Meals during the previous six years (FSM6), children who are looked after or previously looked after, and service children.

At Thornton Primary School, we use this funding to support eligible pupils and other vulnerable learners who may face barriers to achievement. We are committed to ensuring that disadvantaged pupils achieve as well as their peers academically, socially and emotionally.

Context

When making decisions about Pupil Premium spending, it is important to consider the specific context of our school and the challenges faced by individual children and families.

Common barriers may include:

- Limited opportunities for learning outside school.
- Delayed speech, language and communication skills.
- Lower levels of confidence and self-esteem.
- Social, emotional and mental health needs.
- Attendance and punctuality concerns.
- Complex family circumstances affecting learning and wellbeing.

We recognise that these challenges vary significantly between children and that every pupil must be treated as an individual.



Key Principles

By following the principles below, we believe we can maximise the impact of our Pupil Premium spending.

Building Belief

We will provide a culture where:

- Staff have high expectations and ambitions for all children.
- There are no excuses for underachievement.
- Staff take a solution-focused approach to overcoming barriers.
- Disadvantaged pupils are fully included in all aspects of school life.

Evidence-Informed Practice

Our decisions will be informed by the Department for Education and Education Endowment Foundation (EEF) guidance. We will use evidence-informed approaches, focusing primarily on high-quality teaching, targeted academic support and wider strategies that improve attendance, wellbeing and engagement.

Analysing Data

We will ensure that:

- All teachers are involved in the analysis of pupil progress and attainment data.
- Attendance, behaviour and pastoral information are considered alongside academic outcomes.
- Disadvantaged pupils' progress is reviewed regularly through pupil progress meetings.
- Funding decisions are informed by robust evidence and evaluation.

Identification of Pupils

We will ensure that:

- All staff understand which pupils are eligible for Pupil Premium funding.
- Staff are aware of vulnerable groups and individual barriers to learning.
- All eligible pupils benefit from the funding, not solely those who are working below age-related expectations.
- Individual needs are carefully considered when allocating support.

Improving Day-to-Day Teaching

Research consistently identifies high-quality teaching as the most effective way to improve outcomes for disadvantaged pupils.



We will continue to ensure that all children receive high-quality teaching by:

- Setting consistently high expectations.
- Delivering a broad and ambitious curriculum.
- Ensuring effective assessment and responsive teaching.
- Sharing strong practice across the school.
- Providing high-quality professional development for all staff.
- Using moderation and pupil progress meetings to strengthen assessment accuracy.
- Supporting staff recruitment, retention and development.

Individualising Support

We will ensure that additional support is effective by:

- Identifying individual barriers to learning.
- Providing targeted academic interventions where appropriate.
- Ensuring teachers and support staff work closely together.
- Matching staff expertise to intervention programmes.
- Working with external agencies where additional specialist support is required.
- Providing support for parents and carers to strengthen engagement with learning.
- Supporting attendance, wellbeing and emotional development alongside academic progress.
- Building on children's strengths to improve confidence, resilience and motivation.

Monitoring and Evaluation

We will ensure that:

- A wide range of evidence informs evaluation, including attainment, progress, attendance, behaviour, pupil voice, parent feedback and staff observations.
- Assessment information is reviewed regularly to assess the impact of interventions.
- Provision is adapted where impact is limited.
- Staff contribute to termly pupil progress discussions.
- Parents/carers receive regular information regarding their child's progress through reports and consultation meetings.
- Case studies are used where appropriate to evaluate pastoral support and wider strategies.
- The Headteacher maintains strategic oversight of Pupil Premium spending.
- A designated governor monitors the impact of Pupil Premium provision and provides appropriate challenge and support.

Reporting



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In line with Department for Education requirements, Thornton Primary School will publish an updated Pupil Premium Strategy Statement annually on the school website. This will outline:

- Key barriers to achievement.
- Intended outcomes.
- Spending decisions and rationale.
- Evidence informing our approach.
- Evaluation of impact.
- Progress towards closing attainment gaps.
- Future priorities.

The Governing Body will review the effectiveness of Pupil Premium spending and ensure that statutory requirements are met. Schools receiving Pupil Premium funding are required to publish an annual strategy statement by 31 December each year using the DfE template.

Date: September 2026

Review Date: September 2027

Signed: David Ashcroft, Headteacher

To be agreed by the Finance, Staffing & Resources Committee on 03/11/2026