



# **Thornton Primary School**

**Love • Respect • Ambition**

## **Pupil Premium Strategy Statement (2026–2028)**

### **Statement of Intent**

At Thornton Primary School, we believe that every child deserves the opportunity to thrive academically, socially and emotionally regardless of their background or barriers to learning. Our Pupil Premium Strategy is rooted in our core values of Love, Respect and Ambition and is designed to ensure that all pupils eligible for the Pupil Premium (EPP) receive the support, opportunities and encouragement needed to achieve their full potential.

We recognise that disadvantage can present itself in many forms and that barriers to achievement are often interconnected. As a result, our strategy places equal emphasis on high-quality teaching, strong attendance, emotional wellbeing, behaviour support and enrichment opportunities. These elements work together to ensure that pupils are fully engaged in school life and able to succeed both within and beyond the classroom.

A key priority within our strategy is improving attendance for disadvantaged pupils, particularly boys entitled to the Pupil Premium whose attendance falls below national expectations. Our internal assessment and attendance data demonstrate a clear link between low attendance, reduced engagement in learning and lower attainment outcomes. We therefore place attendance at the centre of our approach, recognising that pupils must be in school consistently in order to benefit from high-quality teaching, intervention support and wider enrichment opportunities.

All staff maintain high expectations and are ambitious for every pupil. Through strong relationships with families, early intervention, targeted pastoral support and a restorative approach to behaviour and wellbeing, we aim to remove barriers that prevent pupils from succeeding. We are committed to ensuring that disadvantaged pupils attend school regularly, feel safe and supported, engage positively in learning and develop the confidence, resilience and cultural capital needed for future success.

Our strategy is carefully aligned so that each identified challenge directly informs our intended outcomes, provision and spending decisions. Regular monitoring, pupil progress meetings, attendance reviews and case studies ensure that support remains responsive, targeted and impactful.



## School Overview

| Detail                                                                  | Data                                                                                                                                    |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| School name                                                             | Thornton Primary School                                                                                                                 |
| Number of pupils in school                                              | April 2026 148                                                                                                                          |
| Proportion (%) of pupil premium eligible pupils                         | 36% source GIAS, 52 pupils                                                                                                              |
| Academic year/years that our current pupil premium strategy plan covers | 2026-2028                                                                                                                               |
| Date this statement was published                                       | September 2026                                                                                                                          |
| Date on which it will be reviewed                                       | Reviewed termly at governor meetings and annually by the Headteacher and Nominated Governor for Pupil Premium. Full Review Spring 2027. |
| Statement authorised by                                                 | David Ashcroft, Headteacher                                                                                                             |
| Pupil premium lead                                                      | David Ashcroft, Headteacher                                                                                                             |
| Governor / Trustee lead                                                 | Louise Linaker, Pupil Premium Nominated Governor                                                                                        |

## Funding Overview

| Detail                                                 | Amount  |
|--------------------------------------------------------|---------|
| Pupil Premium funding allocation this academic year    | £94,063 |
| Recovery Premium funding allocation this academic year | £0      |



# Challenges Section

## Challenges

This details the key challenges to achievement that we have identified among our pupils eligible for the Pupil Premium.

| Challenge Number | Detail of Challenge                                                                                                                                                                                                                                                                                                                |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Assessments on entry to EYFS indicate that a significant number of EPP pupils have underdeveloped speech, language and communication skills, which impacts early literacy, confidence and engagement in learning.                                                                                                                  |
| 2                | Internal assessment and historical school data indicate that phonics acquisition remains a challenge for some EPP pupils, particularly those who have lower levels of attendance and limited opportunities for reading support outside school. Some of this group achieve less well, compared to non EPP pupils.                   |
| 3                | Attendance data shows that a higher proportion of EPP pupils experience persistent absence compared with non-EPP pupils. This is particularly significant among boys entitled to the Pupil Premium. Lower attendance is having a direct impact on attainment, engagement, behaviour regulation and progress across the curriculum. |
| 4                | School evidence indicates that some EPP pupils experience social, emotional and behavioural challenges which can affect self-regulation, readiness to learn and relationships with peers and adults. These challenges are often heightened when attendance is inconsistent.                                                        |
| 5                | Pupil voice and family engagement indicate that some disadvantaged pupils have fewer opportunities to access experiences beyond school that develop cultural capital, aspiration and confidence. Lower attendance can also reduce participation in wider school experiences.                                                       |
| 6                | A number of pupils eligible for the Pupil Premium have displayed poor mental health and wellbeing, including anxiety linked to attendance, self-esteem and emotional resilience.                                                                                                                                                   |

## Intended Outcomes

### Intended Outcomes

| Intended Outcome                                                        | Success Criteria                                                                                                                                                     |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Improved speech, language and communication skills among EPP pupils. | Assessment data, pupil voice and classroom observations demonstrate improved oral language, vocabulary acquisition and confidence in learning across all key stages. |
| 2. Increased attainment in phonics,                                     | The percentage of EPP pupils achieving the expected standard in                                                                                                      |



| Intended Outcome                                                                                                       | Success Criteria                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| reading and early literacy for EPP pupils.                                                                             | the Year 1 Phonics Screening Check is in line with or above national averages. Pupils demonstrate increased confidence and fluency in reading.                                                                                                      |
| 3. Improved attendance and reduced persistent absence for EPP pupils, particularly boys entitled to the Pupil Premium. | Attendance for EPP pupils improves year-on-year and the gap between EPP and non-EPP attendance narrows significantly. Persistent absence among disadvantaged boys is reduced through targeted intervention, family engagement and pastoral support. |
| 4. Pupils demonstrate improved emotional regulation, behaviour and readiness to learn.                                 | Behaviour incidents involving EPP pupils decrease over time. Pupils are increasingly able to regulate emotions, engage positively in learning and maintain strong relationships with peers and adults.                                              |
| 5. Pupils access a broad range of enrichment opportunities that develop cultural capital and aspiration.               | Increased participation in educational visits, clubs, outdoor learning and leadership opportunities is evident among EPP pupils. Pupil discussions demonstrate increased confidence, aspiration and engagement with school life.                    |
| 6. Improved wellbeing and stronger engagement with school among disadvantaged pupils and families.                     | Pupil voice, attendance data, family engagement records and wellbeing support case studies demonstrate improved emotional wellbeing, resilience and positive attitudes towards school.                                                              |

## Revised Activity Section

### Activity in this Academic Year

#### Teaching

**Budgeted cost: £46,063**

| Activity                                                              | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                  | Challenge number(s) addressed |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Additional Class Teacher to reduce class sizes from Year 1 to Year 6. | EEF evidence demonstrates that reducing class sizes in the early years of primary education can have a positive impact on progress, particularly for disadvantaged pupils. Smaller class sizes also support stronger relationships, improved behaviour regulation and greater engagement in learning. Increased leadership capacity enables targeted support for pupils with low attendance and barriers to learning. | 1, 2, 3, 4                    |



## Targeted Academic Support

**Budgeted cost: Included within Staffing Structure and the Inclusion budget**

| Activity                                                                                                                                 | Evidence that supports this approach                                                                                                                                                                                                           | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Deliver targeted phonics and reading interventions for disadvantaged pupils, prioritising pupils whose attendance has impacted progress. | EEF guidance highlights the importance of early literacy intervention and targeted phonics support. Regular attendance is essential for intervention impact, therefore attendance monitoring will be closely linked to intervention provision. | 1, 2, 3                       |
| Provide additional speech and language intervention and early communication support in EYFS and KS1.                                     | Oral language interventions have a high impact on pupil progress, particularly for disadvantaged pupils. Improved communication skills support wider curriculum engagement and confidence.                                                     | 1, 4                          |

## Wider Strategies

**Budgeted cost: £48,000**

| Activity                                                                                                                                                                                                        | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Maintain the role of the Behaviour Mentor to support emotional regulation, positive behaviour and readiness to learn.                                                                                           | EEF guidance identifies social and emotional learning as having significant impact on pupil outcomes. Consistent adult support helps pupils develop self-regulation and stronger engagement with school.                                                                                                                                                                                                                                                                                                                                                                                                                                              | 3, 4, 6                       |
| Maintain the role of the Family Learning Mentor to support attendance, family engagement and emotional wellbeing, with targeted work focused on disadvantaged boys with low attendance and persistent lateness. | Research and school evidence demonstrate that strong home-school relationships and early family intervention improve attendance and engagement. The Family Learning Mentor will implement a wide range of attendance interventions including first-day response calls, personalised attendance plans, attendance mentoring, reward systems, parental meetings, emotional wellbeing support, breakfast club provision and targeted punctuality support. These interventions will particularly support boys entitled to the Pupil Premium who are frequently late and/or have lower attendance, ensuring barriers are identified and addressed quickly. | 3, 4, 6                       |



| Activity                                                                                                                                                                     | Evidence that supports this approach                                                                                                                                                                                     | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Introduce targeted attendance mentoring and personalised attendance plans for disadvantaged pupils with persistent absence, particularly boys entitled to the Pupil Premium. | DfE and EEF attendance guidance identifies mentoring, parental engagement and personalised support as effective approaches in improving attendance for vulnerable groups.                                                | 3, 4, 6                       |
| Provide subsidised enrichment opportunities, educational visits and wider curriculum experiences to ensure all pupils can fully participate in school life.                  | Access to cultural capital and enrichment activities improves engagement, aspiration, confidence and wellbeing, particularly for disadvantaged pupils. Improved attendance also increases access to these opportunities. | 3, 5, 6                       |
| Continue to provide a wide range of free extra-curricular clubs and leadership opportunities.                                                                                | Participation in wider school life develops resilience, teamwork, confidence and a stronger sense of belonging, helping improve engagement and attendance.                                                               | 3, 5, 6                       |

## Attendance Strategy

### Attendance and Persistent Absence

Improving attendance remains a central priority within Thornton Primary School's Pupil Premium Strategy. Our analysis shows that disadvantaged pupils, particularly boys entitled to the Pupil Premium, are disproportionately represented within persistent absence figures. We recognise that low attendance is both a barrier to academic achievement and a factor that can negatively affect wellbeing, behaviour, confidence and social development.

To address this, the school will implement a proactive and relational approach to attendance. This will include regular monitoring, early identification of concerns, personalised attendance plans, mentoring, family support meetings and targeted pastoral intervention led by the Family Learning Mentor and senior leaders. Attendance support will be closely aligned with wellbeing, behaviour and safeguarding systems to ensure barriers are identified and addressed quickly.

Where attendance improves, pupils are more likely to access high-quality teaching consistently, participate in enrichment opportunities, build stronger relationships and make accelerated academic progress. Attendance will therefore remain a key measure of success across all areas of the Pupil Premium Strategy.



## Monitoring and Evaluation

### Monitoring and Evaluation

The impact of the Pupil Premium Strategy will be reviewed termly through:

- Attendance analysis, with a specific focus on disadvantaged boys and persistent absence.
- Pupil progress meetings and attainment data.
- Behaviour and wellbeing monitoring.
- Pupil voice and parent/carer feedback.
- Case studies demonstrating the impact of targeted support.
- Participation rates in enrichment opportunities and wider school experiences.

Leaders and governors will ensure that all areas of the strategy remain closely aligned and responsive to emerging needs so that funding has the greatest possible impact on disadvantaged pupils.

### Part B: Review of outcomes in the previous academic year

#### *Pupil premium strategy outcomes*

This details the impact that our pupil premium activity had on pupils in the 2025-2026 academic year.

- 85% pupils achieved pass mark for the Phonics Screening Check in June 2026. There were 5 pupils who were in receipt of pupil premium in this year group. Of that group, 40% achieved the pass mark. Analysis of data shows that the other 3 children, of which 2 were late admissions, made accelerated progress from their starting points.
- High quality PD for all staff, specifically for those delivering phonics each day, is evident in pupil outcomes of all pupils. The progress of those in receipt of the Pupil Premium is monitored carefully to ensure they make good progress from their starting points.
- Additional phonics interventions have ensured the majority of pupils in Year 1 and Year 2 have achieved the expected standard for phonics. 66% of children who didn't pass in Year 1 did in Year 2, Summer 2025. This is above the local average for Summer 2025 and national for Summer 2024. In June 2026, 4 pupils completed the Year 2 re-take. All 4 are in receipt of the Pupil Premium. 50% achieved the pass mark. Of the other two pupils who didn't, one child has English as an additional language and an EHCP for communication & language.
- In Summer 2026, there was 9 pupils in Year 6 who were entitled to the Pupil Premium. Of the 9 pupils, 7 of them took the End of Key Stage 2 SATs. 22% children achieved the Higher Score for Reading, Writing and Maths, significantly above the national average for all groups. 33% pupils achieved the expected level for Reading and Writing, 44% for Maths and 33% for RWM. If the



data is analysed with the 7 pupils that took the End of Key Stage 2 SATs, this changes to 43% for Reading and Writing and 57% for Maths. Of this group, 33% were late admissions to school. If the LA group are not included in the data, 60% children achieved the expected level for Reading and Writing and 80% for Maths. 40% achieved the Higher Level for RWM. This is further indication of the academic progress this group of pupils make when they are at our school from the Reception year.

- Internal Assessment data demonstrates the positive impact on individual pupils and groups of pupils receiving additional speech & language support. The impact has been evident in oral skills as well as in the wider curriculum and school life including their overall behaviour.
- A range of internal evidence supports the positive impact the Behaviour Mentor has made in ensuring pupils are better able to regulate behaviour and engage positively in lessons.
- Internal data demonstrates that support has been provided by our school's Family Learning Mentor this academic year to all EPP with persistent absence. A wide range of support mechanisms have been utilised to ensure children have the best chance of attending school.
- Pupil discussions about access to Forest School, Music and specialist PE & Sport lessons demonstrate the significant positive impact that regular outdoor learning opportunities is having on their physical and mental wellbeing.
- All Pupils are invited to be part of a committee, such as sports, eco council etc, which helps grow their skills in working with others and negotiation, along with problem solving and seeing how their actions can make a difference
- A vast array of extra curriculum activities is offered to all year groups, throughout the full academic year, at no cost to parents or carers, as provided by teaching staff over and above their required teaching remit.
- Thornton Primary engages widely with several external agencies to support our children's growth, such as Bike ability, YMCA for swimming lessons, external professional music teacher, professional sports coach, plus other external bodies and consultants to help shape and enrich the curriculum we provide to all our children.
- As a school we continue to invest in our children's cultural capital and actively subscribe to the Primary Museum Service
- In addition to Pupil Premium funding, our school annually contributes to the Inclusion Hub, Children's Champion, Primary PE Grant, Educational Psychologists, Music Services, Specialist Teachers and Trinity Hospice, all of which supports our children and parents/carers health and wellbeing across the whole school.