



Pupil Premium Policy

Aims

At Thornton Primary School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil Premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Background

The Pupil Premium is a government initiative that targets extra money at pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their peers. The Pupil Premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals over a six year period (FSM6), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per eligible pupil. At Thornton Primary School we will be using the indicator of those eligible pupils as well as identified vulnerable groups as our target children to ensure that this group of children achieve as well as any group of children in all aspects of school life.

Context

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Common barriers for children entitled to Free School Meals can be (but not always) less support at home, issues relating to speech & language, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and each child should be treated as an individual and supported in this way.

Key Principles

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

Building Belief We will provide a culture where:

- Staff are ambitious for all children.
- There are “no excuses” made for underperformance.
- Staff adopt a “solution-focused” approach to overcoming barriers.



Analysing Data

We will ensure that:

- All Class Teachers are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school.

Identification of Pupils

We will ensure that:

- All teaching staff are involved in the analysis of data and identification of pupils.
- All staff are aware of which children are entitled to Pupil Premium and who the vulnerable children are.
- All children entitled to Pupil Premium, benefit from the funding, not just those who are working below age related expectations.
- Children's individual needs are considered carefully so that we provide support for those children who could be doing even better if they received additional support.

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations.
- Addressing any within-school variance.
- Ensuring consistent implementation of the teaching of the agreed curriculum.
- Share good practice within the school and draw on external expertise.
- Provide high quality CPD for all Teachers and Teaching Assistants.
- Improve assessment through moderation and pupil progress meetings.

Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning.
- Ensuring additional Support Staff and Class Teachers communicate regularly.
- Matching the skills of the support staff to the interventions they provide.



- Working with other agencies to bring in additional expertise.
- Providing support for parents/carers to develop their own knowledge and skills so they are able to support their children's learning within the curriculum.
- Tailoring interventions to the needs of the children.
- Recognising and building on children's strengths to further boost confidence in our determination to ensure that all children succeed.

Monitoring and Evaluation

We will ensure that:

- A wide range of information is used: achievement data, pupils' work, observations of teaching and learning, learning walks, case studies, and staff, parent/carer and pupil voice.
- Assessment data is collected termly so that the impact of interventions can be monitored regularly.
- Assessments are closely moderated to ensure they are accurate and are having a positive impact on teaching and learning.
- Teaching staff attend and contribute to Pupil Progress meetings each term.
- Regular feedback about performance is given to children and parents/carers through termly reports and Parents' Evening twice per year. Additional meetings are also had where requested/required to support children's learning.
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour.
- The Headteacher maintains an overview of Pupil Premium spending.
- A governor is given responsibility for Pupil Premium and carries out a review each academic year.

Reporting

When reporting about Pupil Premium funding we will include:

- Objectives for the 3 year period.
- Reasons for decision making.
- Analysis of data.
- Nature of support and allocation.
- An overview of spending.
- A summary of the impact.



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- Performance of pupils in receipt of Pupil Premium compared to pupils not in receipt of it.
- Other evidence of impact e.g. Ofsted, Accreditations.

The Governing Body will consider the information provided and will ensure that there is annual information on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

Date: September 2025

Review Date: September 2026

Signed: David Ashcroft, Headteacher To be agreed by the Standards and Effectiveness Committee on 07/10/2025