



## Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium Funding for the 2024-2025 academic year to help improve the attainment of our pupils eligible for pupil premium (EPP). It outlines our Pupil Premium Strategy, how we intend to spend the funding in this year and the effect that last year's spending of Pupil Premium had within our school.

### School Overview

Detail	Data
School name	Thornton Primary School
Number of pupils in school	135
Proportion (%) of pupil premium eligible pupils	42% source GIS
Academic year/years that our current pupil premium strategy plan covers	2024-2026
Date this statement was published	September 2024
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 Summer 2025.
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	£92,780
Recovery Premium funding allocation this academic year	£3,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0



<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£96,150
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## Part A: Pupil Premium Strategy Plan

### Statement of intent

All of the children in our school deserve the best learning opportunities that we can provide to ensure that they each have the best possible chance to reach their full potential.

It is our intention that all our EPP children will thrive at our school, develop a love of learning and make the most of every opportunity we can provide them. All staff are ambitious about what our EPP children can achieve and will each strive to ensure that they each have the best start to their education.

Our Pupil Premium Strategy ensures that all our EPP children have access to additional personalised support for their learning, when required, specifically to support the acquisition of key knowledge and skills such as reading, writing, grammar & punctuation and Maths.

In addition to providing academic support, our EPP children have access to a wide range of opportunities to develop their cultural capital across a wide range of different areas of school life.

As well as this, there is also specific support provided to improve attendance and positive behaviour in school so that all of our EPP children have the greatest chance to achieve their full potential.

### Challenges

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

Challenge number	Detail of challenge
1	Our wide range of assessments indicate that many EPP children have under developed speech and language knowledge and skills when they join our school in EYFS.
2	Our internal tracking, and historical data, indicates that our children find phonics challenging to master.
3	Our attendance data indicates that a higher percentage of EPP pupils have lower attendance than non-EPP pupils. Our internal assessment data also shows that for those that have lower than average attendance levels it is having a detrimental impact on their learning.
4	Our internal data indicates that a higher percentage of EPP pupils across school have displayed social and emotional challenges.



5	Our pupil discussions indicate that EPP pupils have less access to activities that develop their cultural capital when school is closed during the weekends and holidays despite school directing parents/carers to free holiday club places.
6	A number pupils in receipt of the pupil premium have displayed poor mental health and wellbeing.

## 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
1. Significantly improved oral knowledge and skills among EPP pupils.	A wide range of assessment data indicates significantly improved oral knowledge and skills for EPP pupils. There is further evidence of high engagement in lessons and school life through a wide range of formative and summative assessments.
2. The number of EPP children passing the Phonics Screening Check in Year 1 is above the national expectations for all groups.	The Year 1 Phonics data shows an upward trend in the % of EPP pupils achieving the expected standard. By 2024, the achievement of this group of pupils will be in line with the national average for all pupils.
3. Pupils and their parents/carers are highly motivated to attend school.	The percentage of EPP children with attendance % at or above the national expectation is comparable with non-EPP pupils.
4. Children will have the necessary knowledge and skills to enable them to regulate their behaviour so they are able to engage in all learning in a safe way.	Children across EYFS, Key Stage 1 and Key Stage 2 are equipped with the necessary strategies to enable them to regulate their behaviour, at an age appropriate level so they are able to engage in all aspects of school life.
5. Pupils have access to a wide range of experiences that develop their cultural capital.	EPP pupils have access to a wide range of experiences that will propel them to achieve their best in their lives. The experiences they have mean they learn from the best that has been said and written which enables them to move on to the next stage of their learning with confidence.

## 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, PD, recruitment and retention)

Budgeted cost: £41,450



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality PD delivered to all teaching staff to refresh/further develop their phonics knowledge and skills. This will form part of the overall PD plan for staff.</p> <p><b>£4,000</b></p>	<p>EEF report indicates that utilising 'Mechanisms' such as Building Teacher Knowledge and Developing Teacher Techniques has a positive impact on pupil outcomes.</p>	<p>1,2</p>
<p>Continue to employ a specialist Speech &amp; Language teacher to assess children on entry to school and to work with children throughout the school to develop speech &amp; language on a weekly basis.</p> <p><b>£4,800</b></p>	<p>EEF, Closing the Disadvantaged Gap: Oral Language Interventions. The targeted use of approaches supports EPP pupils to catch up with peers, particularly when this is provided on a one-to-one basis.</p>	<p>1,2</p>
<p>Utilise highly knowledgeable staff to deliver additional phonics to those children who are working below the age-related expectation/did not achieve the expected level in Year 1.</p> <p><b>£2,000</b></p>	<p>EEF, Closing the Disadvantaged Gap: Oral Language Interventions. The targeted use of approaches supports EPP pupils to catch up with peers, particularly when this is provided one-to-one.</p>	<p>1,2</p>
<p>Recruit an additional Class Teacher to reduce class sizes from 30 to 20 in Key Stage 1 which will also provide additional time out of class for the SENDCo and DHT to support groups of children.</p> <p><b>£28,740</b></p>	<p>EEF Reducing Class Sizes. Evidence of impact in early stages of Primary School when significant reductions are made. This approach supports a wider initiative to ensure all children in Key Stage 1 are in their own year groups as opposed to a mixed age class.</p>	<p>4</p>
<p>Utilise meditation and growth mind set techniques to support the mental health and wellbeing of this group of pupils.</p> <p><b>£2,000</b></p>		<p>6</p>

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



# THORNTON PRIMARY SCHOOL

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Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring for EPP groups across school in reading, writing and maths led by highly qualified teachers. <b>£18,816</b>	Specific tutoring for small groups/1:1 is a proven approach to improving outcomes for lower attaining pupils. EEF One to One Tuition Report	1,2

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

Budgeted cost: £62,323

Activity	Evidence that supports this approach	Challenge number(s) addressed
School audit and specific training for staff to further improve behaviour management. <b>£500</b>	EEF Improving Behaviour in Schools	4
Maintain the role of the Behaviour Mentor to support children in regulating emotions. <b>£27,449</b>	EEF Improving Behaviour in Schools	3, 4
Maintain the role of the Family Learning Mentor to support children and their wider families socially and emotionally by providing practical advice and support. <b>£28,874</b>	EEF Improving Social and Emotional Learning in Primary Schools	4
A wide range of expert led learning opportunities including Forest School and Music Tuition. <b>£3,500</b>	Lancashire Wildlife Trust A range of visitors to school such as authors, scientists, faith groups. Young Minds DfE Music Education Report August 2021	5
Supplemented educational visits to museums, places of worship and cultural interest. <b>£2,000</b>	EEF Learning about Culture	5



**Total budgeted cost: £122,643. As this is more than has been funded, school will use other means to fund the additional amount.**

## **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 2023 to 2024 academic year.

- 73.7% pupils in Year 1 in Summer 2024, 86% pupils in Year 1 in Summer 2023, 95% pupils Summer 2022 and 87.5% December 2021 (for the Year 2 pupils who were not able to take it in Summer 2021) achieved the expected level in phonics.
- 100% children, who completed the Key Stage 2 SATs (one pupil absent) achieved the expected standard for reading.
- High quality PD for all staff, specifically for those delivering phonics each day, is evident in pupil outcomes.
- Additional phonics interventions have ensured the majority of pupils in Year 1 and Year 2 have achieved the expected standard for phonics.
- 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, as well as a range of case studies, demonstrate that support has been provided by our school's Family Learning Mentor this academic year to all EPP children 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.