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	480
Proportion (%) of pupil premium eligible pupils	46.7%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Cathy Grace
Pupil premium lead	Cathy Grace
Governor / Trustee lead	Sofina Reeves

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£355,020
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£35,054
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£390,074

Part A: Pupil premium strategy plan

Statement of intent

Thornton Primary School aims for children to make at least good progress and achieve highly across all subject areas, regardless of background or other challenges. The cohorts of leavers from 2022 – 2024 have all been impacted on by two years of disrupted education. We intend to use our pupil premium strategy to focus on support for these children, including those who are already attaining well.

The key to ensuring our strategy has the greatest positive impact on our pupils' achievements is Quality First Teaching as this is proven to be the most effective way of closing the attainment gap between disadvantaged and non-disadvantaged children. All children, whether disadvantaged or not, benefit from strong and effective teaching. It is intended that all children will sustain and improve their attainment as part of this strategy.

Thornton Primary School's strategy is closely linked to wider school plans for education recovery, including the use of a range of carefully selected interventions, which will focus on children whose education has been worst affected, including non-disadvantaged pupils. Where disadvantaged children need most support in closing the attainment gap, we will be utilising the National Tutoring Programme funding to target support.

Integral to the successful implementation of this plan, is the routine and frequent analysis of data and our knowledge of our children to target support appropriately and effectively, together with our research informed teaching strategies. This also includes non-academic support, as well as subject specific intervention. We recognise and actively support those pupils who face additional challenges where non-academic support is in place, such as those with a social worker.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that Writing attainment is significantly below that of non-disadvantaged pupils.
2	Assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures and class bubble isolations (25 in 2020-2021), associated with the global Covid-19 pandemic, to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps continuing to exist and leading to pupils falling further behind age-related expectations, especially in reading, writing and maths.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils with SEND generally have greater difficulties with core subjects than their peers. This negatively impacts on their development.
4	Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional concerns for many pupils, including an impact on their mental health. These challenges particularly affect disadvantaged pupils' well-being and their readiness to learn, as well as their attainment. Many pupils still currently require additional support with social and emotional needs.
5	Our attendance data over the last 3 years indicates that attendance and punctuality amongst disadvantaged pupils has been lower than that of non-disadvantaged pupils. This negatively impacts on disadvantaged pupils' progress.

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 Writing attainment for disadvantaged pupils at the end of KS2.	KS2 Writing outcomes in 2024/2025 show that disadvantaged pupils are at least in-line with national standards.
Gaps in pupils' knowledge are accurately identified and interventions successfully delivered to ensure that pupils that have fallen behind make accelerated progress to reach age related expectations, particularly disadvantaged pupils.	KS2 outcomes in 2024/25 show that disadvantaged pupils are at least in-line with national standards for Reading, Writing and Mathematics.
Disadvantaged pupils with SEND are swiftly assessed, referrals made as relevant, and pupils are provided with appropriate and effective support packages to support accelerated progress.	SEND pupil provision is highly effective and all SEND pupils make accelerated progress from their starting points. Evidence from ongoing formative assessment, book scrutinies and pupil engagement in learning clearly shows all disadvantaged pupils with SEND make at least good progress.
Improved, and sustained, well-being for all pupils in our school, particularly disadvantaged pupils.	Sustained high levels of well-being from 2024/25 demonstrated by: - Positive feedback (qualitative data) from pupil voice, pupil and parent surveys and teacher observations - A reduction in bullying
Improved and sustained attendance for all pupils, particularly disadvantaged pupils.	Sustained high attendance from 2024/25 is at least in-line with national measures for pupils entitled to Pupil Premium funding.

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: £70, 020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthen use of retrieval strategies to deepen pupil knowledge - Introduction to Walkthrus as pedagogical CPD	Evidenced base research indicates that use of retrieval practice strategies will support learning in core subjects, with a focus on reading, writing and maths. https://www.walkthrus.co.uk/	1, 2, 3
Writing and Reading CPD for teaching staff through offers provided by Birmingham Education Partnership (BEP)	EEF research shows that effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. Effective Professional Development	EEF (educationendowmentfoundation.org.uk)	1, 2, 3
External consultant to professionally coach the four year groups in planning, delivering and evaluating sequences of Writing	NFER produced 'Mentoring and Coaching for Professionals: a study of the research evidence' which details the positive impact on pupil outcomes as a result of effective coaching. Mentoring and coaching for professionals: A study of the evidence (nfer.ac.uk)	1, 2, 3
Curriculum subscriptions to supplement and enrich learning	Reading Plus – Adaptive Literacy Intervention for Grades 3-12 https://fft.org.uk/phonics/	2

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

Budgeted cost: £244,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP - School-led tutoring: use of data analysis to identify PP children to receive additional support via structured interventions	There is a moderate evidence base which suggests that one-to-one or small group tutoring has impact of up to +4 months over the course of a year: Small group tuition	EEF (educationendowmentfoundation.org.uk)	1,2
Teaching Assistants to support quality first teaching and interventions to close gaps	Evidence from EEF details findings relating to making the best use of Teaching Assistants to improve outcomes for pupils to improve outcomes +4 months: Teaching Assistant Interventions	EEF (educationendowmentfoundation.org.uk)	1, 2
Full-time, non-class based SENDCO and two non-class based SEND TAs to fully support effective whole school SEND provision, including 1:1 and small group interventions	Special Educational Needs in Mainstream Schools	EEF (educationendowmentfoundation.org.uk)	3
WellComm speech and language toolkit introduced via Consortium, including comprehensive staff training, to identify and fully support speech and language development	Delayed language skills lead to under-performance in later life: WellComm - GL Assessment (gl-assessment.co.uk)	1, 2, 3
FFT Success for All phonics programme introduced (in-line with feeder infant school)	There is a strong evidence base that explicit teaching of phonics in a systematic way impacts +5 months Phonics	EEF (educationendowmentfoundation.org.uk)	2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)
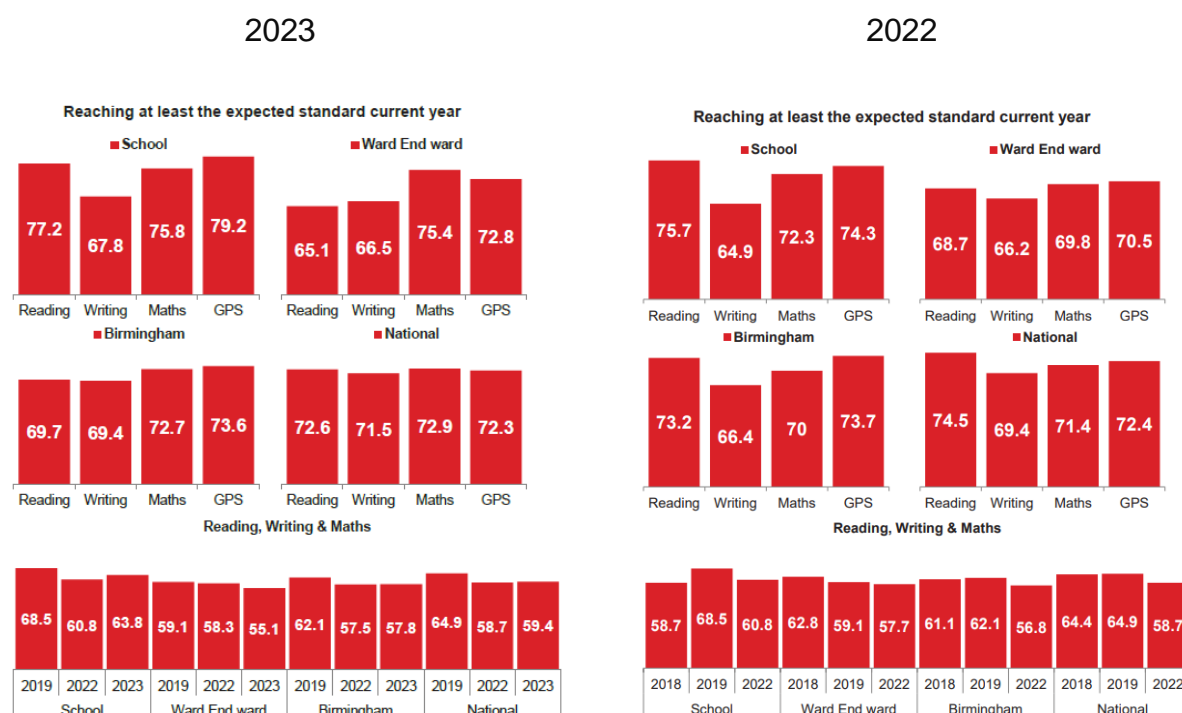
Budgeted cost: £75,604

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of My Happy Mind as a whole school approach to understanding how the brain works to support wellbeing and positive mental health.	The University of Chester conducted a real world validation report which proved myHappymind as an effective school-based approach to both developing positive behaviours that strengthen pupil mental health, resilience, and wellbeing consistent with the expectations of current UK education and health policy. It is endorsed by the NHS. Home - myHappymind	4, 5
Apportionment of salaries for key staff to provide support and Early Help intervention for individual children or small groups (Pastoral Manager, Sports Coach, Breakfast and After-School Club)	EEF evidence base suggest that mentoring, physical activity and social and emotional learning all have a positive impact on more than just academic achievement: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4, 5
Use of pastoral manager to provide support for individual children, 1:1 support or small group work	EEF evidence base for mentoring reports +4 months for behaviour interventions: Behaviour interventions	EEF (educationendowmentfoundation.org.uk)	4, 5
Early Help to support parents with their child's attendance	EEF evidence base +4 months when parental engagement is encouraged through positive dialogue, regular interaction with supportive staff, signposting to appropriate services: Parental engagement	EEF (educationendowmentfoundation.org.uk)	5

Total budgeted cost: £390,074

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 outcomes for 2023 demonstrate the positive impact of the school's pupil premium strategy:

2023

2022

Our internal assessments during 2022-2023 continued to suggest that the performance of disadvantaged pupils is lower in reading, writing and mathematics. Our writing data falls in line with the national picture which shows that writing achievement is still significantly affected by the school closures 2019-2021.

The underperformance of disadvantaged pupils reflected in our data continues to be significantly impacted by the global Covid-19 pandemic. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and in targeted interventions to the degree we had intended. The impact for the disadvantaged children who did not attend an offered place in school was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure. This was aided by use of online resources, such as Google Classroom and regular contact to help with routine and to get children onto their remote learning.

We ensured that DfE laptops were claimed and, together with additional school laptops, 117 loaned devices were issued to support pupils with accessing their remote learning during school closures. Our aim to remove the barrier to learning caused by

lack of access to technology was achieved and was enhanced by our offer of technical support to families during this time.

Our assessments and observations still indicate that pupil behaviour, wellbeing and mental health are significantly impacted last year, primarily due to the Covid-19 pandemic, and particularly for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build on that approach, as there is still significant need, with the activities detailed in this plan.

During school closures, some of our capacity in terms of adult resource was spent supporting the emotional well-being and mental health of the adults in the family. Adult capacity also had to manage the increased referral to early help provision and signposting to local authority support.

During 2020-2021, the attendance available for non-PP children was 92.72% and for children entitled to PP, it was 89.93%: a gap of -2.79%. During 2021-2022, this gap narrowed to -0.76%, and during 2022-2023 the gap narrowed further to -0.19%. This clearly shows the initiatives and focus on attendance is having a positive impact on closing the attendance gap between PP and non-PP children.

As attendance of disadvantaged children is still lower than that of their peers, attendance remains a focus on our current plan.

2020-2021

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Pupil Premium	278	89.93	7.57	2.50
Not Pupil Premium	308	92.72	5.29	1.99

2021-2022

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Pupil Premium	185	92.94	4.61	2.46
Not Pupil Premium	375	93.70	4.37	1.93

2022-2023

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Pupil Premium	176	92.58	4.66	2.76
Not Pupil Premium	348	92.77	4.97	2.25

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.

Programme	Provider