

Pupil premium strategy statement

This statement details our school’s use of pupil premium 2025-2026 funding to help improve the attainment of our disadvantaged pupils. This is year 2 of a 3-year plan.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

School overview

Pupil Premium Strategy Statement (2024-2027)

Summary Information					
School	Thorn Primary School				
Financial Year	April 25 – April 26				
Total Number of pupils	260	Number of pupils eligible for PP	106 (40.1%)	Date for next internal review of this strategy	July 2026
Pupil Premium Lead	Alison Edgar Ruth Boulton	Governor Lead	Alison McEwan	Statement Authorised by	Full Governors (Dec 24) Plan 24-27

Funding overview

Detail	Amount (24-25)
Pupil premium funding allocation this academic year	£151,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total Budget for this academic year	£190,852 (shortfall addressed through the main school budget £39,352)

Pupil Premium Strategy Plan

Statement of Intent

- We are committed to raising standards for all pupils including those who are eligible for Pupil Premium.
- We work hard to meet the needs of all pupils and support them to achieve their potential.
- We aim to address barriers that may impact on pupil outcomes including; attendance, behaviour and other external factors.
- Professional development is prioritised with a focus on ensuring all pupils receive quality teaching and learning to improve outcomes.
- We recognise the importance of parental engagement and the positive impact that has on pupil achievements.

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

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.

Challenge Number	Detail of Challenge	Intended Outcome	Success Criteria
1	67% of pupils enter school with under developed communication and language skills with 88% of PP pupils being below and well below.	To develop confidence and improve communication and language skills for pupils eligible for PP to ensure progress is at least in line with expectations.	Speech and language development is evidenced in every day communication Pupil progress in the three core areas of learning is in line with expectations Children are able to communicate with both peers and adults easily and this is evidenced in the development of CLLD skills Children and families are able to access specialist support quickly
2	Some of our PP children present with emotional and mental health barriers that impact on learning and progress	Children are supported through periods of crisis and are encouraged to develop coping strategies Children are able to access the curriculum and play an active role in their learning to make progress Children are becoming more aware of their needs and will actively seek support as and when required Pupils begin to manage their behaviour with some success. Pupils are happy and healthy both in mind and body	Children are supported to develop skills for life; resilience, social and communication skills, self-esteem and enhance their abilities to regulate their behaviour independently.

3	53% of children on the SEN register are entitled to PP	The gaps in attainment narrow and success is measured in different ways through life skills and particular strengths are evidenced Pupils make progress in line with their abilities SEN children to make good progress Pupils play a positive role in the wider school and are valued by everyone Pupils have the confidence to recognise their own abilities and celebrate them	Children receiving IPP support make accelerated progress to narrow the gap in attainment Measure progress each half term using PIVATs and identify next steps in learning Pupils make at least expected progress given their starting points and abilities
4	A number of children entitled to PP are below age related expectations	An increased number of PP children make progress in line with non-PPG	The % of PP pupils who make 1 step progress per term
5	To provide enhanced learning opportunities for the PP children as a consequence to limited resources within some families and households	Children to take part in a variety of enrichment experiences to enhance learning and skill development	Children enjoy the various opportunities offered and some children choose to continue to develop their skills

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

Budgeted cost: £ [134,178]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employed an additional TA to work 1 day a week alongside the Speech Therapist to deliver 1-1 speech and language programmes £4835	Baseline regularly identifies reading, writing and maths to be well below age related expectations and below their performance in the prime areas with approximately 70% of children working below and well below on entry.	1
Speech Therapist employed through school for 2.0 days a week to meet the needs of children with a variety of speech and language difficulties £26,600		1

Additional TA employed to work in the EYFS unit to develop communication skills	Baseline data evidences the vast majority of pupils entering school with abilities below and well-below expectations. Additional effective guided reading sessions and well-planned comprehension results in pupils making better than expected progress over time and achieving in line with expectations or better.	1
All staff to receive training with a focus on oracy, discussion and questioning throughout the curriculum		1
Staff to use an emotional coaching approach to managing behaviours, feelings and promoting self-worth	A number of pupils have experienced (ACES) which present in their behaviours	2
Personalised Learning Unit (Lighthouse) providing individually planned programmes of learning delivered by experienced members of staff 1 Teacher / 1 TA3 £80,423	20% pupil premium children are also SEN with 7% having an EHCP. Some pupils need intensive support to make small steps of progress in their core learning and require a bespoke, personalised approach.	3
Specialist teacher is employed 1 day to support school with meeting the needs of the broad range of SEN pupils entitled to pupil premium £22,320		3

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

Budgeted cost: £ [39,256]

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Children who did not achieve the required standard in the Y1 phonic check receive support through additional TAs delivering small group phonic sessions 5 x weekly £2417	77% of pupils enter school below ARE in phonics and require additional support to narrow the gap.	1
• Children who remain below age related expectations in their reading/communication attainment in EYFS/Y1 receive support through the Talk-Boost Programme 3 x weekly £881		1
• Lowest 20% of readers across school have access to 1-1 reading sessions daily (6hrs TA weekly 3 terms) £4835		1

To improve access to high quality books including audio books (Voxblock) for all disadvantaged pupils, especially those who have barriers to accessing quality books out of school £1000	As children get older their interest in the written text competes with IT platforms and the desire to choose to read at home reduces.	1
Pupils in crisis are referred to the Time and Space Counsellor £10,640	A number of pupils have experienced (ACES) which present in their behaviours. Some pupils are challenged through life experiences beyond their control and actively seek support and guidance.	2
Pupils with low self-esteem are identified and complete the 'Build to Express' programme		2
Pupils identified with Social and Communication Needs complete Lego Therapy		2
Drop in sessions are available for children who feel the need to talk in confidence about any issues and receive appropriate support		2
Pupils exhibiting challenging behaviour are supported with a behaviour plan and further intervention through external support.		2
Inclusion Hub to support children to remain in mainstream education through staff training, off / on-site bespoke intervention work with children and parents £2970	Some pupils find it exceptionally difficult to cope within a mainstream school environment and are supported through access to external agencies.	2
IPP children receive daily 1-1 teaching sessions to accelerate their progress in the core subjects £11,795	Number of IPP pupils identified as working more than two years behind require daily 1-1 support with learning, focussed on basic skills each day. Some pupils have smaller gaps in learning that can be addressed through structured, time limited intervention to allow pupils to catchup and keep up.	3
Some PP children have been identified to receive 1-1 IDL support in spelling and maths to address gaps in learning £4718		4

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

Budgeted cost: £ [17,418]

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP children access 1 residential / outdoor learning opportunity £4700	Some pupils have limited wider opportunities in their lives due to a range of factors.	5

PP children in KS2 have the opportunity to learn an instrument with their peers (ukelele,) £3000	When pupils access new activities and challenges this impacts positively on their self-esteem and well-being and develops skills that can be transferred into their academic learning.	5
PP children receive subsidised educational visits and visitors to school £5000		5
PP children take part in Forest School outdoor learning to enhance the wider curriculum £4718		5

Total budgeted cost: £ [194,852]

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 2024 to 2025 academic year.

PPG pupils not including the SEN compared to the cohort not including SEN

Attainment (ARE) calculated at Summer 2025						
	Reading		Writing		Maths	
	PPG	Cohort	PPG	Cohort	PPG	Cohort
Year 1 (41)	57%	73%	44%	67%	57%	76%
Year 2 (43)	69%	63%	69%	63%	75%	66%
Year 3 (44)	71%	80%	56%	74%	63%	63%
Year 4 (34)	69%	63%	62%	53%	54%	61%
Year 5 (46)	71%	68%	50%	49%	35%	46%
Year 6 (42)	89%	76%	78%	80%	89%	88%

Steps Progress

	Reading		Writing		Mathematics	
Year Group	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG
Year 6	2.6	3.0	2.4	3.1	3.1	3.2
Year 5	2.9	2.7	2.5	2.5	2.5	2.3
Year 4	2.6	2.8	2.3	2.8	2.7	3.0
Year 3	3.0	2.9	2.9	2.9	2.7	2.6
Year 2	2.6	2.7	2.4	2.4	2.4	2.6
Year 1	2.4	2.6	2.8	2.8	2.7	2.7

Percentage PPG making expected (above) progress

Year Group	Reading	Writing	Mathematics
Year 6	71% (0%)	71% (7%)	78% (21%)
Year 5	85% (10%)	75% (5%)	65% (5%)
Year 4	67% (13%)	60% (0%)	80% (13%)
Year 3	77% (18%)	68% (23%)	68% (9%)
Year 2	78% (0%)	88% (6%)	67% (0%)
Year 1	57% (0%)	56% (0%)	76% (0%)

The difference between the progress the PPG pupils make and the Non-PPG is marginal and varies from cohort to cohort there is no obvious trend across school some PPG cohorts are performing better when compared to the Non-PPG.

Attainment data in all subjects in the vast majority of year groups evidences an increase in the number of pupils being at ARE over time

A direct comparison has been made with the children that were on roll (23-24) and (24-25) therefore not including those pupils that joined the school during the summer term. The percentage of pupils at ARE (24-25) in reading has increased by 2% equating to 6 pupils and is 67% across the school. The percentage of pupils at ARE in writing has increased by 1% equating to 3 pupils and is 60% across the school and the percentage of pupils at ARE in maths remains the same as the previous year at 61%.

In 23-24 the percentage of pupils at ARE in reading and writing remained the same as the previous year. The percentage at ARE in maths increased by 7% equating to 21 pupils

The increase in the percentage of pupils at ARE (22-23) in reading is 6% equating to 18 pupils, increase in the percentage of pupils at ARE in writing is 3% equating to 9 pupils and an increase in the percentage of pupils at ARE in maths is 2% equating to 6 pupils

The increase in the percentage of pupils at ARE (21-22) in reading is 16% equating to 47 pupils, increase in the percentage of pupils at ARE in writing is 18% equating to 52 pupils and an increase in the percentage of pupils at ARE in maths is 16% equating to 46 pupils

- The speech and language therapist and additional TA have a current caseload 19 pupils, 2 pupils were discharged (24-25) An additional 4 have been referred for assessment and 3 pupils are receiving support from the NHS
- Since COVID the phonics data has increased by 10% and is now 87% which is above national
- A number of pupils exhibiting social and emotional needs have been supported by the school councillor this has impacted positively on their welfare and ability to engage fully in learning as measured by the Strengths and Differences Questionnaire (SDQ)
- Pupils use the service sensibly and value the support they receive
- Pupils supported display a more positive self-esteem and effective communication skills
- Pupils who have benefited from Emotion Coaching are able to select some strategies to assist their self-control and behaviours
- Current Year 6 attended a subsidised residential experience.
- All Year 3 pupils received weekly additional music lessons
- Each pupil in the school participates in at least 20 hours of outdoor learning

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider