

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	THORNS PRIMARY
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026 2025-2026
Date this statement was published	31.12.2025
Date on which it will be reviewed	DECEMBER 2026
Statement authorised by	MRS R JORDAN
Pupil premium lead	MR HINKLEY
Governor / Trustee lead	MRS D TILLEY

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132, 892
Recovery premium funding allocation this academic year	£0
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	£132,892

# Part A: Pupil premium strategy plan

## Statement of intent

We are committed to ensuring that all pupils, regardless of background or disadvantage, achieve high standards and flourish academically, socially, and emotionally. With 46% of pupils eligible for Pupil Premium, addressing disadvantage is central to our school improvement strategy and underpins all aspects of our provision.

Our use of Pupil Premium funding is rooted in a robust understanding of the specific barriers faced by our pupils and families. These include gaps in early language development, lower starting points in literacy and mathematics, limited access to enrichment opportunities, attendance and punctuality challenges, and the growing impact of social, emotional, and mental health needs. We recognise that disadvantage is complex and cannot be addressed through isolated interventions.

Our intent is to diminish differences in attainment and achievement, ensuring that disadvantaged pupils:

- Make strong progress from their individual starting points
- Access a broad, balanced, and ambitious curriculum
- Develop confidence, resilience, and positive attitudes to learning
- Experience equality of opportunity in enrichment, leadership, and wider school life

We aim not only to close attainment gaps but also to support pupils in developing the skills, knowledge, and cultural capital needed to succeed in their education and beyond.

Our strategy is informed by:

- Regular analysis of internal school data
- National research, including the Education Endowment Foundation (EEF) guidance
- Pupil voice, parent feedback, and professional judgement
- Ongoing evaluation of impact and value for money

Funding is allocated to approaches that have the greatest potential for long-term impact, rather than short-term gains.

Key principles underpinning our approach include:

- High-quality teaching as the most effective way to improve outcomes for disadvantaged pupils
- Early identification of need and timely, targeted intervention
- A strong focus on language, literacy, and numeracy
- Removing barriers to learning related to well-being, attendance, and engagement
- Working in close partnership with families and external agencies

Pupil Premium is not viewed as an additional bolt-on, but as an integral part of whole-school planning. Responsibility for disadvantaged pupils lies with all staff, supported by strong leadership, high expectations, and a culture of accountability.

We are committed to:

- Ensuring funding is used strategically, transparently, and responsively
- Reviewing the impact of our strategy regularly and adapting where necessary
- Reporting clearly to governors, parents, and stakeholders

Above all, our intent is that disadvantage does not determine destiny. Through high-quality provision, targeted support, and an inclusive school culture, we strive to ensure that every pupil has the opportunity to succeed.

## Challenges

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

Challenge number	Detail of challenge
1	Increase attainment in Reading, Writing and Mathematics for all pupils and pupils eligible for pupil premium.
2	Pastoral needs of many eligible pupils impacting on their ability to learn effectively within school
3	Low standards in language development hinder the overall ability of many of pupils in receipt of Pupil Premium Funding
4	Low parental engagement in learning for many pupils eligible for pupil premium.
5	Poor attendance rates and regular lateness
6	Limited range of life experiences, including experiences prior to starting school.

## 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
<p>1. To develop Oracy skills of disadvantaged pupils to increase attainment of pupils achieving expected level in speaking area of EYFS curriculum and listening, attention and understanding.</p>	<ul style="list-style-type: none"> <li>• Increase in 2024-25 attainment figure of 83% of pupils who achieved expected level in reception.</li> <li>• Wellcomm Screening used to identify gaps, provide support and show progress in Speech and Language Development.</li> <li>• Intervention time with Teaching Assistant for individual children with identified needs.</li> <li>• New approach to phonics launched and all staff trained to ensure quality delivery of daily phonics sessions and interventions.</li> <li>• Support from own NHS SALT.</li> </ul>
<p>2. Continue the upward trend in the increase of the number of pupils (eligible for pupil premium) at the expected level in reading, writing and maths across school.</p>	<ul style="list-style-type: none"> <li>• Increase in 2024-25 attainment figures of 53%, 61% and 57% in reading, writing and maths respectively.</li> <li>• Increase in disadvantaged children achieving ARE in every class from start to end of year (accelerated progress for identified children)</li> <li>• Ambitious target set of 90% for all pupils to achieve ARE.</li> </ul>
<p>3. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.</p>	<ul style="list-style-type: none"> <li>• Attendance improves due to support from Attendance Lead.</li> <li>• Early Help Referrals made where appropriate (successes celebrated, action plans and referral to ESS team made where required)</li> <li>• Target of 96% attendance for PP learners.</li> </ul>
<p>4. To increase parental engagement through the offer of parental workshops.</p>	<ul style="list-style-type: none"> <li>• Implementation of workshop to support children's speaking and listening skills.</li> <li>• Reading workshop provided to show parents how to support reading at home.</li> <li>• Learning Showcase events.</li> </ul>

	<ul style="list-style-type: none"> <li>Community events e.g., Bonfire, Community Carols, summer picnic etc. to build positive relationships</li> </ul>
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## 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: £102,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partially fund the use of Teaching Assistants within classrooms.	The EEF states that TAs can add value to the role of teachers within the classroom and can be used to deliver high quality one-to-one or small group interventions.	1,2,3,5
Implement Oracy training for staff and feed it into the curriculum.	The EEF states communication and language approaches emphasise the importance of spoken language and verbal interaction for children. Studies of communication and language approaches show positive benefits for young children's learning, including their expressive language and early reading skills. All children appear to benefit from such approaches but some studies show slightly larger effects for children from disadvantaged backgrounds.	1,3
TLR for EYFS and Community Development Community Lead and development of Stay and Play sessions for pre-school children.	EEF report <i>Working with Parents to Support Children's Learning</i> identifies the importance of good parental engagement.	1,3,4,6
Creation of new pastoral TA role	The EEF states that TAs can add value to the role of teachers within the classroom and can be used to deliver	1,2,3,5

	high quality one-to-one or small group interventions.	
Continued monitoring of recent implementation of Maths No Problem across school and deliver CPD to support staff and maintaining resources.	EEF states excellent maths teaching requires good content knowledge and excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.	1

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Referrals made to the Reflexions Team (DUDLEY CAMHS) for targeted children Currently Free	There is no recorded evaluation of the use of Reflexions across Dudley schools, however, from staff, pupil and parent discussions, we can see a positive effect on all children who have taken part in the Reflexions process.	1,2,3,4,5
Utilise Precision Teaching across school and monitor impact. From SEND budget.	Precision Teaching follows the principles of The Instructional Hierarchy and is an evidence-based intervention with proven success across the country.	1,2,4
Utilise Lego Therapy training and deliver to pupils who will benefit from social skills intervention. From SEND budget.	Research from UCL indicates that Lego Therapy can result in improved social competence and fewer inappropriate behaviours and that the effects can be long term (LeGoff, 2004).	1,2,3,4,5
Utilise evidenced base reading intervention (BRSP) across school and monitor impact. From SEND budget.	The EEF states that research shows that targeted interventions show a consistent impact on attainment of approximately three to four additional months' progress.	1,4,5

Utilise Play Therapy for identified pupils	Play Therapy UK research indicates that between 77% and 84% of children show a positive change through the use of play therapy.	1,2,5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 29,892

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop role of Assistant Head Teacher (AHT) Inclusion Lead role.</p> <p>As Attendance Lead, AHT to embed principles of good practice set out in the DfE's <i>Working Together to Improve School Attendance</i> advice.</p> <ul style="list-style-type: none"> <li>• Attendance closely scrutinised</li> <li>• Families contacted about attendance concerns, action plans in place, referrals made to EIS team as required</li> </ul>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence and is being used in school to improve our progress towards improving our absence rates.</p>	2,4,5,6
Beacon Behaviour Support de-	EEF points to consistent behaviour management strategies and the impact	1,2

escalation training for whole school - £450	this will have of pupil wellbeing and attainment.	
Funding of WBA football coach for after school club.  £450	EEF research shows positive impact on attainment when pupils participate in enrichment and extra-curricular activities	1,2,5,6
Transport – minibus enrichment for children.	EEF research shows positive impact on attainment when pupils participate in enrichment and extra-curricular activities	1,2,5,6
Whole school CPD programme to develop understanding of metacognition and metacognitive approaches to teaching. TAs to attend Professional Development Meetings. (cost vary)	The report below has helped to shape the programme being implemented in school <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> CPD is planned using Rosenshine’s Principles and Tom Sheringham’s work books.	1,2,3
Provide bespoke support for children with identified SEMH needs as required (costs vary)  Currently Child A: EP support; 1:1 TA lunchtimes; AHT time; other agency involvement £2500 approx.	The EEF guidance report detailed below has helped us to make an informed decision about the type of SEMH provision needed in school: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotionallearning</a> Whilst we acknowledge that the impact of such interventions may not have an academic ‘value to them we identify that many of our disadvantaged pupils lack the ability to regulate their emotions and therefore are not ready to learn, the report states; “The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people	4,6

	even if it does not translate to reading or maths scores.”	
Support for children with anxiety-based concerns through ‘Reflexions’ (including parent workshops) Currently free	See above	

**Total budgeted cost: £132,892**

## 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.

1. To develop Oracy skills of disadvantaged pupils to increase attainment of pupils achieving expected level in speaking area of EYFS curriculum.

83% of pupil premium pupils achieved the expected level for speaking in the EYFS curriculum for 2024-25. This is an increase on the previous year's figure of 60%. Progress has also been made from their entry points where only 33% of pupils eligible for Pupil Premium were at the expected standard for speaking.

2. Continue the upward trend in the increase of the number of pupils (eligible for pupil premium) at the expected level in reading, writing and maths across school.

The number of pupil premium pupils reaching the expected level in reading, writing and maths has continued to increase:

	% reaching expected level in 2020-21	% reaching expected level in 2021-22	% reaching expected level in 2022-23	% reaching expected level in 2023-24	% reaching expected level in 2024-25
Reading	29%	38%	44%	49%	61%
Writing	22%	28%	30%	43%	53%
Maths	25%	35%	40%	47%	57%

These figures indicate that investment in quality first teaching and enhancing our maths curriculum has had a positive impact on both attainment across the curriculum.

The continued use of evidenced-based interventions such as Precision Teaching and Better Reading Support Partners (BRSP), also appear to have had a positive impact on a number of pupils and adding to the overall picture of increased attainment figures.

The data for 2024-25 demonstrates there is a negative difference in the number of pupils who achieve age-related expectations when comparing disadvantaged to non-disadvantaged pupils. However, the gap is closing in both writing (20% to 14% gap) and maths (30% to 23% gap) but our aim is to reduce this further and eradicate.

2024-25	% of disadvantaged pupils end of KS2	% of non-disadvantaged pupils end of KS2	Difference
Reading	47%	69%	-22%
Writing	67%	81%	-14%
Maths	53%	76%	-23%

3. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.

Attendance and punctuality of pupils is closely monitored by the Pastoral Lead. Pupils with attendance below 90% are monitored regularly and attendance plans are put in place where necessary. Attendance from 2021-22 for disadvantaged pupils stood at 90.52%. In 2022-23, it rose slightly to 90.72%. There was a continued upward trend for pupils in receipt of Pupil Premium for the 2023-24 academic year where attendance stood at 91.7%. In the academic year 2024-25, the attendance for these pupils was 94.12%.

4. To increase parental engagement through the offer of parental workshops.

We have continued to run a number of workshops in the last academic year, which include Online Safety meetings, KS1 reading/phonics workshops, termly open-class book looks. Attendance is variable 3% for one, but a recent meeting to explain the apps that are available to support home learning had improved numbers. It is difficult to say if this is directly contributing to the general uplift in data across the school, but it remains part of cluster of strategies that aim to boost pupil attainment across school.

## 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
Reflexions Programme (free)	Dudley CAMHS
Get Moving (free)	Dudley Occupational Therapy
WellComm Speech and Language Screening	
BRSP – Better Reading Support Partners	Primary Support Team

