

Pupil premium strategy statement – Thornford Primary 2024 - 2027

This statement details our school's use of pupil 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	99
Proportion (%) of pupil premium eligible pupils	9.1%
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)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	March 2027
Statement authorised by	Ian Bartle, Executive Head
Pupil premium lead	Kirsty Blencowe
Governor / Trustee lead	Jocelyn Popinchalk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,641.66 (2024-25)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 (2024-25)
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£19,641.66 (2024-25)

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Thornford Primary School is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set;
- Act early to intervene at the point need is identified; and,
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 8.5% lower in 2023-2024 than for non-disadvantaged pupils. In 2022-23, 27.3% of disadvantaged pupils were 'persistently absent' compared to 0% of their peers during that period. In 2023-24, 11.1% of disadvantaged pupils were 'persistently absent' compared to 2.6% of their peers during that period, a difference of 8.5%.

2	Targeted Academic Support Need for Literacy and Numeracy Interventions There is a need to develop targeted intervention programs in literacy and numeracy that cater specifically to the needs of disadvantaged pupils, including those with SEND. Research has shown that focused interventions can significantly improve specific skill deficits. Small Group Tuition: Utilise funding to facilitate small group or peer-to-peer tuition sessions. EEF findings suggest small group sizes can significantly impact learning, particularly for disadvantaged pupils. Teaching Assistant Deployment: Enhance the use of teaching assistants by training them to deliver evidence-based interventions effectively within the classroom setting, which can support pupil engagement and achievement.
3	Wider Strategies for this academic year Breakfast Club: Provide a healthy start to the day for disadvantaged pupils, which has been linked to improved concentration and academic performance according to multiple studies. Currently only 3 out of the 9 Pupil Premium children access this, which could help with attendance. Subsidised Music Lessons: Invest in providing free or subsidised music lessons to foster cultural and creative growth. Participation in music has been linked to enhanced academic and personal development. Educational and Cultural Trips: Fund trips that can provide real-world learning experiences and exposure to arts and culture, which are crucial for broadening perspectives and supporting holistic education for disadvantaged pupils.
4	Well-Being To build confidence, self-esteem, resilience and wellbeing of pupil premium children at Thornford Primary School

PP Indicator	Information Based on 99 on roll (2024-25)	Amount of Pupils
Free School meals	Children in school who receive a free school meal based on their family income	10% (9 pupils)
Service Children	Children who have parents that work or have previously worked in the forces	8% (7 pupils)
Previously LAC/ Adopted children	Children who are looked after/fostered or adopted	1% (1 pupil)
Ever 6 PP	Children that had previous PP funding within the last 6 years.	10% (9 pupils)

SEN & PP combined	PP strategies also support children with SEND	6% (5 pupils)
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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. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: • The overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to under 5%; • To work collaboratively with affected pupils and their families to help understand barriers and how to overcome them.
2. Develop interventions for English (Phonics/ Spelling/ Grammar) and Maths (Number skills and Fluency) and improve the deployment of Teaching Assistants	Analyse current data to identify where the needs are for focussed interventions. 3. Recognise the need of the children and timetable the best intervention(s) for them to fill in learning gaps 4. Use the revised maths calculation policy (SAST training) to embed key number skills 5. Re-schedule Teaching Assistants so that time with the children is maximised and used effectively to support learning
6. To increase wider strategies for this academic year	Support families and encourage Pupil Premium children to attend breakfast club. Offer reduction in costs for trips and subsidise music lessons.
7. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations • A significant improvement in attendance (<i>see above - point 1</i>);

	• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our English and Maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). Contribution towards staffing costs of £8000	Use 'Literacy Shed' alongside 'The Write Stuff', to support engaging lessons that cater for all the needs within the class. Enhanced capacity of staff to deliver high-quality maths instruction as reflected in professional development attendance and feedback. Visible improvement in student engagement and maths performance across all year groups, monitored through termly assessments. Positive shifts in maths teaching culture, as observed and reported in regular teaching audits. Ensure children are reaching age-appropriate standards in fundamental maths concepts by the end of each key stage. Increased parental involvement as measured by attendance at workshops and positive feedback on home support materials.	2

	Reduction in the achievement gap between different pupil groups within the school. Positive feedback from teachers, pupils, and parents https://educationendowmentfoundation.org.uk/	
Interventions Teacher training and release time. Linked to CPD and funded through CPD budget? Contribution towards staffing costs of £2000	Improve assessment activities across the school leading to how data and pupil intervention can be delivered by Teachers to support pupil progress (e.g. focused Pupil Progress meetings). Making assessment data robust and deciding as a school a relevant and updated assessment cycle is key to achieving reliable data that plays an active part in moving children on. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction (<i>this can now be benched marked across our Trust & locally / nationally</i>): Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2

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

Budgeted cost: £6502.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Readers Reading Partners Cost = free	School readers recruits, trains, equips and supports volunteers to provide tailored literacy support to young readers in primary schools across the county. Since 2006 their enthusiastic, committed and professional team of volunteer reading partners has helped thousands of Dorset children to become more confident, fluent and engaged young readers.	1,2
ELSA & Service Children Total ELSA contribution towards staffing costs = £1000 (1TA 1 afternoon/ 39 weeks) Purchasing new books to support service children in school = £50	The ELSA programme is a tailored intervention designed to support the social emotional and mental health needs of children and young people. It is typically delivered by school support staff trained in relevant psychological theory. We have found ELSA helps to bring together our Service family children to aid them in sharing unique situations pertinent to their families and giving them a sense of wider community. Currently Thornford School has 7 Service children ELSA Network research	1,2,3,4
Computing programmes to support reading and spelling	Small targeted interventions for reading and spelling using Nessy We have used this programme in previous years to support our disadvantaged children and those who have difficulties with spelling,	3,4

Nessy cost (25 licenses £14.50 each) £362.50	and they have proved very successful due to their nature. Evidence suggests that teachers can use technology to increase the benefits of practice to improve fluency or retention of information, and that this is likely to have a positive impact on learning. EEF- using Digital Technology	
Doodle Maths & Maths in General Doodle Maths cost = £900 Smartgrade (Assessment Tool linked to White Rose Maths) = £140	After carefully analysing of our maths curriculum over the last two years, we have realised that many of our children and in particular disadvantaged children struggle to retain basic maths concepts Doodle maths is powered by Proxima creates every child a personalised work programme tailored to their strengths and weaknesses. It revises the areas they're finding challenging and consolidates what they already know, helping to top-up and maintain their learning. At the same time, it makes sure that every child is working in their zone of proximal development (the area between what they can and can't do without help). By setting work at just the right level of challenge, Proxima enables all children to work independently and experience success, helping to boost their confidence. Smartgrade Maths Assessment Tool is directly linked to our Maths Scheme and supports benchmarking our pupils vs our other Trust & beyond schools. It enables us to analyse key areas for development in Maths EEF- using Digital Technology	2,4
LSA-led intervention to support the acquisition of reading fluency.	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly	2,4

4 TAs x 2 hours/week Rapid readers Contribution to intervention costs: £4050	specified approach which teaching assistants have been trained to deliver. Teacher assistant interventions Tool: Professor Tim Raskinski's 'Multidimensional Fluency Scale' to offer quick and manageable diagnostic assessment and work towards improving different dimensions of reading fluency,	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3138

Activity	Evidence that supports this approach	Challenge number(s) addressed
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. SCARF Stormbreak	Supporting our children with strategies for social and emotional development, how to manage emotions and feelings and teaching about positive relationships EEF Personal Social and Emotional Development	1,3,4
School Attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	1,4
Financial support for clubs, trips and uniform Total cost = £3138	Further support for all disadvantaged families to ensure children have access to everything they need.	1,3,4

	Based on Maslow's hierarchy of need, these aspects of school life are essential in supporting a child to succeed.	
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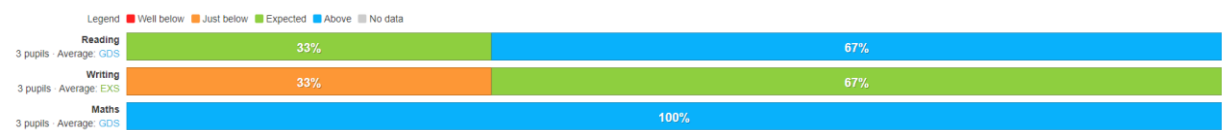
Total budgeted cost: £19,640.50

Part B: Review of the previous academic year

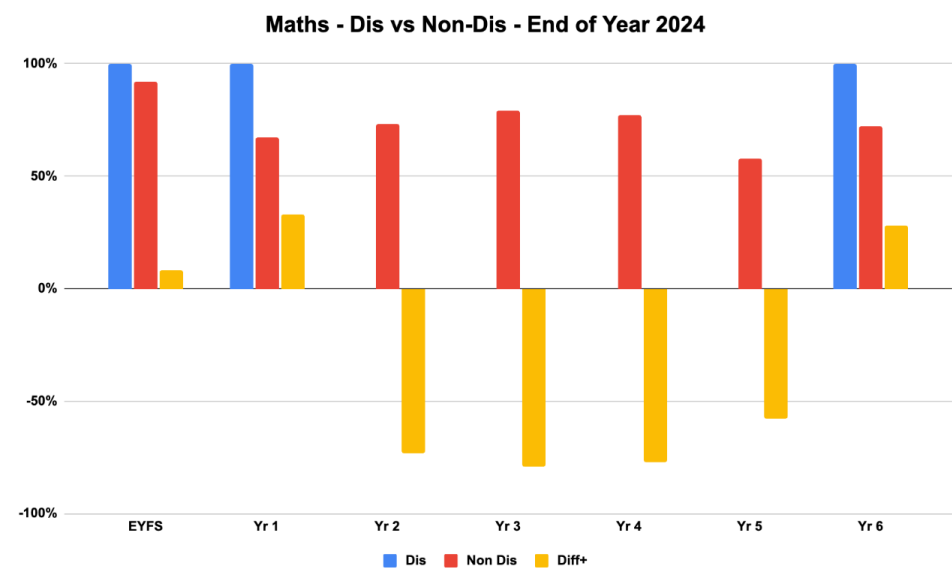
Outcomes for disadvantaged pupils

We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that our pupil premium in Year 6 children performed well in Reading and Maths and made good progress in Writing although they were still under national average (72%) for this area.



Across the school however, the gap in Years 2, 3,4 and 5 is still apparent.



The performance of our disadvantaged pupils met *end of year* expectations.

Our evaluation of the approaches delivered last academic year indicates that the children made average progress. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Doodle Maths	Doodle Learning
Charanga	Dorset Music Service
Nessy	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
<i>PP Funding Coordinator has spoken directly to ALL our 7 x Service Pupils to ascertain need / resources required</i> Themed Books Links with NS FPS Military Kids Club ELSA
The impact of that spending on service pupil premium eligible pupils Pastoral support can be offered to families during challenging times. Additional information regarding events taking place for service families can be shared using The Inspire Multi Academy Trust – South West' Facebook page. The school has purchased a few books which are used to support children who are struggling with a parent's deployment. ELSA sessions offered to pupils during challenging times.