

Pupil Premium Strategy Statement 2025-2026

This statement details Thornhill Primary School's use of pupil premium funding to help improve the attainment of our underserved pupils.

It outlines our pupil premium strategy - how we intend to spend the funding in this academic year and the outcomes for our underserved pupils last academic year: 2024-2025.

School Overview

Detail	Data
Number of pupils in school	354
Proportion (%) of pupil premium eligible pupils	66% - 234 pupils
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Donna Fox Hamwic Education Trust
Pupil Premium Lead	Lucy Carroll
Governor	Chris Lawrence

Funding overview

Detail	Pupil Numbers	Amount
Unique pupils with any period of eligibility	231	£349,965
LAC/PLAC	1	£2,630
Service	2	£700
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0	
Total budget for this academic year	£353,295	

Part A: Pupil premium strategy plan

Statement of intent

We commit to the principle that working with disadvantaged pupils is a privilege and not a problem to resolve. We aim to coalesce a culture and a belief that all pupils, irrespective of background or starting point, can attain well and thrive.

Our pupil premium strategy takes a tiered approach towards achieving this:

Firstly, by making sure an effective teacher is in front of every class and that every teacher is supported to keep improving or 'keep growing' if we use the reference to our school motto – ***Together we Grow***. We want to ensure that our teaching is of a consistently high standard and that it is enhanced by highly trained, effective teaching assistants.

Secondly, through targeted academic support. As part of their effective teaching, teachers will use robust diagnostic assessment to identify needs and act early to intervene at the point that need is identified. We ensure that interventions are monitored and impactful and link back to classroom teaching.

Finally, we know that significant non-academic challenges such as attendance, behaviour and pupils' social and emotional well-being can have a negative impact on academic outcomes. Addressing these wider challenges to learning is an important part of our pupil premium strategy. We look at all aspects of a child's needs when ascertaining what support is required. The key principles for our pupil premium strategy will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment.

The approaches we have adopted are interlinked and will help our pupils to achieve. To ensure that they will be effective and impactful we will:

- Recognise how low family income can affect children's opportunities, development and well-being.
- Foster a culture where every child, regardless of background, is expected and supported to succeed.
- Maintain high expectations for all pupils, irrespective of family circumstances.
- Deliver a broad, balanced curriculum that inspires curiosity and a love of learning.
- Remove financial barriers so every child can access all school opportunities.
- Act promptly when additional support is needed.
- Use monitoring positively to inform improvement and celebrate progress.
- Provide staff with ongoing opportunities for reflection and professional growth – ***Together we Grow***.

Challenges

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

Challenge number	Detail of challenge
1	Attendance. Attendance for our pupil premium pupils is lower than for our non-pupil premium pupils (90% compared to 96.5% for the academic year 2024-2025). This impacts on the pupils' academic achievement and progress both academically and personally.
2	Achievement Language Development Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many of our pupils. These are evident on entry to Reception and remain through to KS2. Reception baseline data shows 16/17 of pupils in receipt of the pupil premium arrive below age related expectations compared to 9/26 of other pupils. Writing Children have barriers with their transcription and sentence construction skills. Internal and external assessments indicate that writing attainment among all pupils is significantly below the national average. These are evident on entry to Reception and remain through to KS2. Reception baseline data shows 16/17 of pupils in receipt of the pupil premium arrive below age related expectations compared to 6/26 of other pupils. Phonics and Reading Underdeveloped language skills also impact the children's phonics and reading outcomes. These are evident on entry to Reception and remain through to KS2. Reception baseline data shows 16/17 of pupils in receipt of the pupil premium arrive below age related expectations compared to 9/26 of other pupils. Maths Children are not 'mastering' maths fluency. Internal and external assessments indicate that maths attainment is below the national average. These are evident on entry to Reception and remain through to KS2. Reception baseline data shows 16/17 of pupils in receipt of the pupil premium arrive below age related expectations compared to 8/26 of other pupils.
2	SEMH, Resilience and Self-Regulation A significant number of our pupil premium pupils require additional pastoral support, to ensure they thrive socially and emotionally in school. This is evident through the number of behaviour incidents and suspensions.
4	Social, Cultural and Financial Capital Pupils have limited social, cultural and financial capital which potentially impedes their future success.

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
Improve attendance.	Attendance improves from the previous year to at least 91.8%.
Improve outcomes in reading, writing and maths.	- Pupils will make good or better progress. - Pupils will achieve in line with their peers in reading, writing and maths.
Pupils continue to thrive in a calm, orderly, respectful, supportive and positive environment.	- Monitoring outcomes and teacher observations are all positive. - The reduction in the number of behaviour incidents continues. - Children on a communication response plan make clear progress for e.g. embed strategies for co and self-regulation. - The reduction in the number of part time timetables continues. - Attendance improves from the previous year to at least 91.8%. - My Happy Mind silver accreditation is achieved. - The fourth year of Southampton City Council's trauma informed project is completed successfully.
Pupils will have access to a range of experiences and opportunities so that they have the same social, cultural and financial capital offer as their non-disadvantaged peers.	- Enhanced experiences and opportunities are provided through our curriculum and are tracked, celebrated and remembered through our display board. - Children will know and remember more. - A whole school plan to support aspirations will be completed and introduced.

Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year (2025-2026) to address the challenges listed above.

Effective Teaching

Budgeted cost: £ 144,698

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deepen pedagogy to ensure high quality teaching through CPD for all staff internally and externally.	"Teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers' learning is based on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes." (National College) EEF – Effective Professional Development suggests that high quality teaching is pivotal in improving outcomes and narrowing the disadvantage gap. Teaching Assistant Interventions EEF suggests that when deployed appropriately, TAs can have an impact of +4 months.	3
Deepen pedagogy to ensure high quality teaching through coaching and mentoring.	High-quality teaching - EEF "The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them." Principles of Instruction by Barak Rosenshine details effective classroom instruction. Teaching WalkThrus to support teachers by Oliver Caviglioli and Tom Sherrington demonstrates how to build great teaching step by step.	3

Deepen pedagogy to ensure high quality teaching through monitoring and feedback and use outcomes to inform CPD.	Create a leadership environment and school climate EEF - "Create a leadership environment and school climate that is conducive to good implementation. Set the stage for implementation through school policies, routines, and practices. Identify and cultivate leaders of implementation throughout the school. Build leadership capacity through implementation teams." Pupil Premium Guide : Quality teaching helps every child. High quality curriculums inspire learners. Development and retention of staff is key. Ensuring every teacher is supported and developed is essential to achieving the best outcomes. Providing high quality, bespoke opportunities for professional development to support this.	3
Develop knowledge of communication in Early Years to support children with their speaking and listening.	EEF Early Years Toolkit Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.	2, 3 and 4
Improve the reading culture across the school with a focus on the impact that oracy and reading aloud can have.	EEF research shows +3 months progress/year The Reading Framework EEF Research Teachers will receive CPD on breaking the key goals down and on their use of effective modelling Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: EEF research	2, 3 and 4

Improve outcomes in writing	Literacy Tree Transform your literacy through literature. All you need for a complete book-based approach. The Teach Through a Text pedagogy is the backbone to Literacy Tree's planning sequence. An extensive training programme is offered online to support with delivery, subject knowledge and pedagogy of the Teach Through a Text approach. EEF's research into Literacy at KS1 and KS2 finds that children need a wider range of language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different genres of text and a wide range of content topics: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2, 3 and 4
Deepen pedagogy to ensure high quality teaching through CPD from Thinking Matters.	Thinking Matters As well as our weekly internal professional development meetings which meets and responds to our school improvement priorities, we are working with an external company called Thinking Matters. Thinking Matters provides a research informed approach to the teaching of thinking. The Thinking Matters approach is teaching us to incorporate metacognitive visual tools into our pedagogy as well as strategies that will enable us to grow a culture that nurtures metacognitive, self-regulating 'meta' learners. This is a whole school approach to our professional development including both teachers and our support staff and is built on a foundation of a common vision, common language and the use of a common set of tools and strategies.	3
Improve outcomes in maths through CPD and support from My Mastery programme.	Mathematics Mastery For KS1 & KS2 Curriculum - Ark Curriculum Plus Developed by one of the UK's leading primary Multi-Academy Trusts, this Mathematics Mastery programme is designed to drive excellence in teaching and learning, ignite positive change and foster sustained improvement across the school. The programme provides: • Consistency of practice across year groups and classes. • Robust assessment and data insights to inform teaching. • Targeted subject knowledge development for staff.	3

	• Bespoke school support tailored to our context. • High-quality professional development opportunities. • Comprehensive teaching materials aligned with mastery principles. • Opportunities for collaboration with like-minded schools to share best practice.	
--	--	--

Targeted Academic Support

Budgeted cost: £ 116,394

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant time in each class to support with additional reading and precision teaching	Teaching Assistant Interventions EEF 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.	3
Daily use of Little Wandle (Keep up/catch up) and precision teaching for targeted pupils.	EEF + 5 - Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	3
Use of high-quality structured interventions to help pupils who are struggling with their literacy across KS1 and KS2.	EEF + 5 Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.	3
Sensory circuits.	Sensory Circuits is an intervention supported by the Occupational Therapy service. It is an intervention to support sensory integration. It involves a sequence of physical activities that are designed to alert, organise and calm the child. The sensory circuit aims to facilitate sensory processing to help children regulate and order their senses in order to achieve the optimum level of alertness required for effective learning to take place.	2 and 3

Private SALT and a full time SILSA	Oral language interventions The average impact of oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.	2 and 3
Refresher training to develop SaLT- ELKLAN training.	https://www.elklan.co.uk/OurWork/ Elklan Talking Matters – University of Sheffield Evaluation report: The independent evaluation of the Talking Matters programme shows that children in settings who received the programme made more progress in their receptive and expressive language abilities when compared to children in settings who did not receive the programme. Settings receiving the KCP programme made more progress than those receiving the LCP programme. Although the progress in language abilities is modest, they are identifiable when compared to a control group. Statistical analysis showed that although the progress in the KCP and LCP groups was not significant for receptive and expressive language, it was significant for the total language raw score. When the KCP and LCP groups were combined, the progress in this combined intervention group approached statistical significance for receptive and expressive language whereas it did not in the control group. In the total language raw score, the increase in the combined intervention group was significant whereas it was not in the control group.	2 and 3
Talk Boost	Talk Boost - Speech and Language UK: Changing young lives Using Talk Boost can significantly improve children's talking and understanding of words. Two thirds of children make good progress after just eight to ten weeks of the programme.	2 and 3
Increased access to EP service to explore barriers to learning.	The school link EP is available to support us in identifying and addressing a range of barriers to learning. This additional support will enable us to identify barriers and adapt teaching to better meet the pupils' needs.	2 and 3

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

Budgeted cost: £ 92,203

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer oversees attendance providing support and challenge for pupils and families to drive improvement. This will include a minibus to collect our persistent absent pupils.	Working together to improve school attendance - GOV.UK Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn.	All
Breakfast Club Fruit and milk at breaktimes	EEF – Breakfast Clubs Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year.	All
MHST	NHS Mental Health Mental Health Support Team supported by the NHS aims to deliver evidence-based interventions for mild-to-moderate mental health issues and to support the senior mental health lead in schools. DFE - Promoting and supporting mental health and wellbeing in schools and colleges	All

Pastoral Team supporting children across the school. KS2 Nurture group every afternoon	EEF - Nurture uk Moderate impact for very low cost, based on extensive evidence. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Improvements seem more likely when approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers were committed to the approach appeared to be important. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.” EEF - Social and Emotional Learning Interventions seek to improve pupils’ decisionmaking skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in additional progress in academic outcomes over the course of an academic year.	All
Pupils will have access to a range of experiences and opportunities so that they have the same cultural capital offer as their no disadvantaged peers: -Forest school -Variety of extra-curricular clubs -Bikeability -Curriculum visits and visitors - Honeypots – SEAL break	EEF – Guidance for teachers life-skillsenrichment Enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. The Ofsted Schools Inspection Handbook states that, “As part of making the judgement about quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life.” Barry Dufour Professor of Education Studies, University of Leicester describes the curriculum as, “The total learned experience of the child: formal, informal, within the classroom and beyond.”	All

Develop parental engagement through workshops.	EEF +4 Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis.	All
--	---	-----

Total budgeted cost: £ 353,295

Part B: Review of the previous academic year

Outcomes for underserved pupils

Intended Outcome 1

Pupils are punctual and have good attendance.

Intended Success Criteria

- Attendance will be at least in line with national expectation.
- Lateness will reduce.

Reality

- **Attendance for FSM pupils has stabilised at 90%**, narrowing the gap but remaining 0.9% below similar schools.
- **Persistent absence reduced by 2.4%**, now at 19.8%, with the majority (70 out of 75) of these pupils being pupil premium.
- **Lateness among pupil premium pupils decreased** from 4.3% to 4%, reflecting improved punctuality.

Intended Outcome 2

A warm, calm and consistent whole school environment is sustained throughout the day which is accepting and optimises social engagement.

Intended Success Criteria

Positive behaviour and engagement will be demonstrated by:

- Qualitative data from pupil voice, pupil surveys and teacher observations are mainly positive.
- Increased resilience is demonstrated by a reduction of incidents of behaviour among underserved pupils.
- Children on Graduated Response for Behaviour, IBPs and CRPs make clear progress for e.g. embedded strategies for co and self-regulation.
- Reduction of part time timetables.
- Improved parental engagement.
- Positive outcome from My Happy mind programme.

Reality

- Lesson observations and monitoring evidence confirm **positive behaviour and strong pupil engagement** across the school.
- **Resilience and self-regulation have improved**: Use of *The Hive* (regulation room) for behaviour support has reduced by almost 50%, while proactive use for brain breaks to maintain learning access has increased (43% for brain breaks, 57% for regulation).
- **Part-time timetables significantly reduced**, from nine pupils to just one.
- **Parental confidence in the school has grown**, reflected in fewer complaints and more compliments.
- Achieved **Bronze My Happy Mind accreditation**, evidencing commitment to pupil wellbeing.

Intended Outcome 3

An increase in core subject attainment

Intended Success Criteria

- Pupil Premium pupils will achieve in line with all their peers in the core subjects.
- Surveys will show that pupils know themselves as learners (meta-cognition).
- Increased parental engagement.
- Increased use of Doodle.

Reality Year R

Attainment	Reading		Writing		Maths		GLD	
	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
All	59%	66%	59%	63%	67%	66%	59%	63%
PP	54%	57%	54%	52%	62%	57%	54%	52%

Progress	Reading		Writing		Maths		GLD	
	Baseline	24-25	Baseline	24-25	Baseline	24-25	Baseline	24-25
All	26%	66%	26%	63%	32%	66%	26%	
PP	14%	57%	14%	52%	23%	57%		
All	40%		37%		34%		37%	
PP	43%		38%		34%		38%	
Non	33%		33%		33%		33%	

This was an ambitious target.

- EYFS progress data from baseline to end point shows an improving picture, with early signs of success reflecting our intent and ambition for pupils.
- The emphasis on Early Reading has ensured Pupil Premium pupils benefit from an embedded SSP.
- Results are at or above national expectations.
- Current data indicates the initial impact of investment in teaching strategies, which, over a three-year period, will translate into significantly better attainment outcomes.

Year 1

Phonics	23-24	24-25
All	84%	85%
PP	83%	80%

Year 6

KS2 Outcomes	Reading		Writing		Maths		Combined	
	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
All	44%	44%	20%	30%	24%	41%	18%	16%
PP	47%	34%	22%	24%	22%	26%	14%	15%

Intended Outcome 4

Pupils will have access to a range of experiences and opportunities so that they have the same social, cultural and financial capital offer as their non-disadvantaged peers.

Intended Success Criteria

- Enhanced experiences and opportunities through our rich curriculum will increase children's aspirations for their future and knowledge of the world around them allowing them to know and remember more.

Reality

- A **strategic enrichment plan** has been implemented to guarantee every child experiences a broad and balanced range of opportunities throughout their time at school.
- **Funding security achieved:** Grants and a dedicated portion of the pupil premium budget have been allocated to ensure all planned enrichment activities are delivered without financial barriers.

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
TT Rockstars	Maths Circle Ltd
Accelerated Reader	Renaissance
Literacy Tree	Literacy Tree
PenPals	PenPals
Spelling Shed	Ed Shed