

# Thornbury Primary School Pupil Premium strategy statement

This statement details our school's use of the pupil premium (For the 2025-2026 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	2024-5	2025-6	2026-7
Number of pupils in school	298	276	
Proportion (%) of pupil premium eligible pupils	FSM 44/298 = 15% Services 18/298 = 6%	15.9% (FSM) 22% (PP incl Service)	
Years covered	2024-2027	2024-2027	
Date this statement was published	11/2024	12/2025	
Date on which it will be reviewed	09/2025	12/2025	
Statement authorised by	C Hardisty	E Mantell	
Pupil premium lead	C Hardisty/ E Mantell	E Mantell	
Governor / Trustee lead	L Smith	L Smith	

## Funding Overview

Detail	2024-5	2025-6	2026-7
Pupil premium funding allocation this academic year	£79,360	£81,615	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£
<b>Total budget for this academic year</b> <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>	£	The total Pupil Premium funding available to our school for the 2025–26 academic year is £81,615. This includes funding for FSM Ever 6, CLA/Post-LAC, and Service pupils.	£

## Part A: Pupil Premium Strategy Plan

### Statement of intent

At Thornbury Primary School, approximately 22% of our pupils are eligible for Pupil Premium funding. Many of these pupils face additional barriers to learning, including social, emotional, and academic challenges. Our school is committed to ensuring that all pupils, particularly those from disadvantaged backgrounds, are supported to achieve their full potential and thrive both in and out of the classroom.

Our aim is for every pupil to leave Thornbury Primary School as a confident, kind, and well-rounded individual, equipped to be the best person they can be. We believe that high-quality teaching, tailored academic interventions, and strong pastoral support are key to removing barriers and promoting equity.

We will use our Pupil Premium funding strategically to:

- Close attainment gaps in core subjects
- Improve attendance and engagement
- Support social, emotional, and mental health needs
- Provide access to enrichment opportunities and cultural experiences
- Strengthen parental engagement and involvement in learning

Our approach is informed by evidence and research, and we will regularly monitor and review the impact of our strategy to ensure funding is having the maximum benefit for our pupils. Through these efforts, we aim to create a nurturing, aspirational environment where every disadvantaged pupil can flourish and achieve their personal best.

### Challenges

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

Challenge number	Detail of challenge 2024-5	Detail of challenge 2025-6	Detail of challenge 2026-7
1	<b>Recovery and Resilience (Wellbeing)</b> Pupil and community wellbeing and mental health, exacerbated by Covid19	<b>Academic gaps</b> Some pupils have lower literacy and numeracy skills on entry compared to peers, limiting progress in reading, writing, and maths.	
2	<b>Recovery and Resilience (Raising Achievement)</b> Increased achievement and progress gaps exacerbated by Covid 19, and related to other barriers, which may include SEN/ EAL/ Attendance etc Some year groups have lower profiles than others (see data)	<b>Social, emotional, and mental health needs</b> Pupils may experience anxiety, low confidence, or difficulty managing emotions, which can impact engagement and behaviour.	
3	<b>Curriculum</b> Oracy and Vocabulary not being secure, children not making links across the curriculum in this respect, related challenges to accessing and applying prior learning	<b>Limited access to enrichment</b> Disadvantaged pupils sometimes have fewer opportunities to participate in extracurricular activities, trips, and cultural experiences.	
4	<b>Curriculum</b>	<b>Attendance and punctuality</b>	

	Lack of cultural capital for some children, not able to draw on wider experiences to inform their learning across the curriculum	A small number of pupils struggle with consistent attendance, affecting learning continuity.	
		<b>Parental engagement</b> Some families require additional support to fully engage with school and learning.	

## 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.

2025-6 Intended Outcome <i>Add or delete rows as needed</i>	Success Criteria
<ul style="list-style-type: none"> <li>Achieve in line with peers in reading, writing, and maths.</li> </ul>	<ul style="list-style-type: none"> <li>There is an increase in number of Pupil Premium pupils making expected or better progress in core subjects each term.</li> <li>The attainment gap between Pupil Premium pupils and their peers narrows year-on-year in all core subjects.</li> <li>Targeted intervention groups show measurable improvement through assessment data and teacher tracking.</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate improved confidence, self-regulation, and social skills.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils show reduced behaviour incidents and improved engagement in lessons.</li> <li>SEMH assessment tools (e.g., Thrive, ELSA, Zones of Regulation) indicate measurable improvements.</li> <li>Pupil voice feedback demonstrates increased confidence, resilience, and positive relationships with peers and staff.</li> </ul>
<ul style="list-style-type: none"> <li>Attend school regularly and punctually.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance for Pupil Premium pupils meets or exceeds 96%, aligning with school targets.</li> <li>Persistent absence is reduced compared to the previous year.</li> <li>Early intervention records show prompt response to absences or lateness, with measurable improvement.</li> </ul>
<ul style="list-style-type: none"> <li>Participate in enrichment and extracurricular opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>At least 90% of Pupil Premium pupils participate in one or more clubs, trips, or enrichment activities per term.</li> <li>Feedback from pupils indicates enjoyment and engagement in wider school experiences.</li> <li>Increased involvement in opportunities that develop skills, confidence, and cultural capital.</li> </ul>
<ul style="list-style-type: none"> <li>Receive consistent support at home and school, fostering positive engagement in learning.</li> </ul>	<ul style="list-style-type: none"> <li>Families of Pupil Premium pupils engage with at least 75% of scheduled meetings, workshops, or coffee mornings.</li> <li>Evidence of consistent home learning engagement (e.g., reading logs, homework completion).</li> <li>Teachers report pupils are better supported and able to engage more fully in learning due to parental and school collaboration.</li> </ul>

## Activity in this Academic Year

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

### a.Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,476

2024-5		
Activity <i>Add or delete rows as needed.</i>	Evidence that supports this approach	Challenge number(s) addressed
2025-6		
To ensure that all Pupil Premium pupils have access to high-quality teaching, delivered by well-supported, highly skilled staff, so that attainment gaps are closed and all pupils thrive academically and socially.		
<ul style="list-style-type: none"> <li>• Training on <b>effective differentiation</b>, scaffolding, and adaptive teaching strategies for pupils with SEND or additional barriers.</li> <li>• Literacy and numeracy coaching to improve the quality of reading, writing, and maths teaching.</li> <li>• SEMH-focused CPD to support teachers in managing confidence, self-regulation, and social skills in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• The <b>EEF Teaching and Learning Toolkit</b> identifies high-quality teaching as the most effective approach to improving outcomes for disadvantaged pupils.</li> <li>• Targeted CPD for teachers, particularly around differentiation and SEND, is shown to have <b>moderate to high impact</b> on pupil progress (EEF, 2022).</li> </ul>	1,2
<ul style="list-style-type: none"> <li>• Targeted recruitment of teachers and support staff with experience in <b>SEND and disadvantaged pupils</b>.</li> <li>• Retention initiatives such as mentoring, coaching, and wellbeing support to ensure staffing consistency.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent staffing and teacher stability are linked to <b>better pupil outcomes</b>, particularly for vulnerable or disadvantaged pupils (EEF, 2022).</li> <li>• Teacher workload and wellbeing support are key factors in retaining high-quality staff, which in turn ensures continuity of learning for pupils.</li> </ul>	1,2
<ul style="list-style-type: none"> <li>• Embed use of Accelerated Reader across Key Stage 2 (post phonics) to support reading provision,</li> </ul>	<ul style="list-style-type: none"> <li>• EEF toolkit – Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies</a></li> </ul>	1

including comprehension.		
<ul style="list-style-type: none"> <li>Review of school Feedback Policy to support children to understand their learning and increase rates of progress.</li> </ul>	<ul style="list-style-type: none"> <li>EEF – Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. (+6 months) <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback</a></li> </ul>	1
	Budgeted cost: £ [insert amount]	
2026-7		
	Budgeted cost: £ [insert amount]	

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

Budgeted cost: £28,852

2024-5		
Activity <i>Add or delete rows as needed.</i>	Evidence that supports this approach	Challenge number(s) addressed
2025-6		
Qualified, experienced teacher used to deliver small group and individualised tuition/ intervention, including pre-teaching, sessions.	EEF toolkit – Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/one-to-one-tuition</a> EEF toolkit – Group tuition = +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/tea">https://educationendowmentfoundation.org.uk/education-evidence/tea</a>	1
Implementation of a new Feedback Policy across the whole school which focusses upon live feedback, enabling children to keep up not catch up.	EEF Toolkit - Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. (+6 months) Feedback   EEF ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1
Classroom TA and Class Teacher group interventions in Reading, Writing and Maths.	EEF Toolkit - Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. (+4 months) Teaching Assistant Interventions   EEF ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1
	Budgeted cost: £ [insert amount]	
2026-7		
	Budgeted cost: £ [insert amount]	

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

Budgeted cost: £41,287

2024-5		
Activity <i>Add or delete rows as needed.</i>	Evidence that supports this approach	Challenge number(s) addressed
2025-6		

Use of pastoral worker to support vulnerable children, supporting SEMH needs and the embedding of TIS throughout the school.	EEF toolkit – There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) (+4 months) <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</a>	2, 4, 5
Purchase the high subscription MAST support package from PLP, to ensure effective multiagency working to support families who are eligible for DPP funding	EEF toolkit – Parental engagement has a positive impact on average of 4 months' additional progress. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</a> EEF toolkit – There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) (+4 months) <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</a>	2, 4, 5
SEMH interventions such as ELSA	SEMH interventions can improve wellbeing and academic outcomes (EEF, 2022)	2
Access to after-school clubs, trips, and residential experiences. Opportunities to develop artistic, sporting, and leadership skills. Subsidised participation to ensure equity for all Pupil Premium pupils.	Enrichment opportunities are linked to <b>improved motivation, engagement, and social skills</b> (EEF, 2022). Access to cultural capital helps reduce disadvantage over time.	2, 3
	Budgeted cost: £ [insert amount]	
<b>2026-7</b>		
	Budgeted cost: £ [insert amount]	

<b>Total budgeted cost</b>	<b>£</b>
<b>2025-6</b>	£81,615
<b>2026-7</b>	

## 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 2024-2025 academic year.

A new Assistant Head has been appointed with a specific focus on delivering booster groups to raise attainment in Upper Key Stage 2. Children who are recipients of pupil premium funding all receive targeted boosters for maths and English weekly.

	Attainment		Progress (School Insight Data)		
	EXS+	GDS	Expected	Above Expected	Points
Writing	70%	0%	60%	30%	
Reading	60%	0%	50%	30%	
Maths	50%	0%	20%	50%	
Combined	40%				

Specific teaching assistants were employed to support Pupil Premium children with short, sharp interventions to improve rates of progress for pupils. Leaders ensured all teachers and teaching assistants had training in the use of bespoke interventions to target vulnerable children, including the use of SMART targets, IEPs as working documents and the use of one page profile for specific individuals.

Through rigorous target setting and pupil progress meetings, leaders ensured the highest expectations of all staff (teachers and teaching assistants) to ensure the highest possible written outcomes, including the use of clear success criteria and effective feedback for metacognition. (Closing the academic and Mental Health Gap SIP strand – priority 1)

Leaders have employed a pastoral worker for 4 days a week to support those children with social and emotional barriers to learning. This support was essential, especially following 11 lockdown and its long-term effects. Additional services have been purchased (MAST etc) to support children with the guidance of multi-agencies.

The Family Support Advisor was employed to work closely with families to maximise the attendance of all pupils and increase the awareness of the importance of good attendance. The FSW also engages parents through parent workshops, additional parental support programmes and referring to MAST for family support workers in the home.

The SEMH triage team includes our Senior Mental Health Lead, Designated Teacher, SENDCo, Pastoral Worker, Family Support Advisor and Deputy Designated Safeguarding Lead who meet every 6 weeks to respond to the ever changing needs of pupils in our school.

Leaders and teachers had reported an increase in parental engagement in their child's learning through coffee information mornings/afternoons, targeted meetings and mental health support.

Leaders committed to supporting children eligible for DPP funding who struggle from a social and emotional point of view.

*Total cost of DPP spend in 2023-2024 = £78945*

### Externally provided programmes

Programme	Provider
N/A	

### Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last year?	<p>Funding for a teacher to work closely with children with parents in the forces.</p> <p>Equipment purchased and time provided to train a team for Junior Military Fied Gun to compete during Plymouth Armed Forces Day on The Hoe.</p> <p>External visitors have run sessions with MKC to enhance their education and support network.</p> <p>FSA time given to support military families, especially whilst preparing for changes in the home.</p>
What was the impact of that spending on service pupil premium eligible pupils.	Improved attendance and raised confidence in school.