



# Pupil premium strategy statement for Thorns Community Infant School

This statement details our school's use of pupil premium (and recovery 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   |
|---|--|
| School name   | Thorns Community Infant School                         |
| Number of pupils in school  | 172  |
| Proportion (%) of pupil premium eligible pupils                         | 6.3%   |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2026  |
| Date this statement was published                                       | December 2023  |
| Date this statement was last reviewed                                   | November 2025  |
| Date on which it will be next reviewed                                  | July 2026  |
| Statement authorised by   | Lizzy Biggs  |
| Pupil premium lead  | Dave Wigglesworth                                      |
| Governor lead   | Sue Casey, Rachael Jenkinson<br>Co-chairs of governors |

## Funding overview

| Detail   | Amount       |
|--|--------------|
| Pupil premium funding allocation this academic year                                    | £9090        |
| 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>   | <b>£9090</b> |

# Part A: Pupil premium strategy plan

## Statement of intent for 2023-2026

Our objective at the Park Hill Thorns Federation is that all pupils, irrespective of background, are able to become successful confident learners and responsible compassionate individuals. The focus of our pupil premium strategy is to support disadvantaged children to achieve that mission.

We maintain a very good understanding of individual pupils within our schools and have a clear awareness of the challenges that are faced by our vulnerable pupils and their families. Within that, we aim for children who are eligible for pupil premium to achieve success within their learning – most usually by achieving at least age-related expectations every year and at the end of each key stage- and that they grow in confidence by making good progress whatever their starting point. We also seek to support children's emotional wellbeing and to broaden experiences by ensuring that all children can take part in all aspects of school life and that financial constraints in the home do not stop children building their cultural capital within school.

Quality first teaching and learning, as outlined by [the Educational Endowment Foundation's guide to the pupil premium](#), is at the core of our strategy to support disadvantaged students by promoting high expectations for teaching and learning. High-quality teaching is the mainstay of our approach as we believe that excellent teaching enables all children to make progress. This has repeatedly been shown to have the biggest impact on outcomes for disadvantaged pupils and their peers and is therefore the focus for most of our strategic plans. Sometimes, a more individualised programme of support is needed following diagnostic assessments and this is included within the scope of our strategy. We understand the importance of supporting pupils through research-informed direct and targeted interventions strategies to ensure any gaps in key academic learning are addressed. We also know that some of our pupils face additional challenges such as experiencing bereavements or difficulties within families which mean that they may find it harder to maintain emotional wellbeing and build the resilience which supports educational success. We have therefore built the offer of additional support for children's wellbeing in to our strategy.

This strategy has been carefully considered and planned by the senior leadership team, so that it is responsive to the direct challenges and needs of our school community. To make sure that this strategy remains effective we will ensure that disadvantaged pupils remain high profile and that all staff are fully committed to striving for the best outcomes of this group; ensure that any intervention is timely and appropriate and that strategies are monitored at regular points and adapted as necessary.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Low numbers of qualifying children and a subsequent small premium creates difficulties in supporting such a small group.   |
| 2                | A diverse demographic identifies in some instances a huge disparity between pupils in terms of their lived experience and opportunities.   |
| 3                | School has begun more Early Support interventions as well as increased the number of families directed to support through the Family Information Service.  |
| 4                | Discussions and observations with children and parents indicate under developed oral language skills and vocabulary gaps among many of our disadvantaged pupils. In general, these are more prevalent among our disadvantaged pupils than their peers. |
| 5                | A small relative percentage of children who are eligible for pupil premium support are also on the SEND register (18%). A higher level of SEND need in recent years could take adult focus away from eligible PP children if not carefully considered. |

## 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   |
|---|--|
| Cohorts making Good to Outstanding progress against National Measures.                      | Each individual cohort achieving strongly in each of the three progress measures (EYFS, KS1 Phonics and end of KS1 internal data) demonstrating good progress.   |
| Improved oral language skills and vocabulary among all Reception pupils (inc disadvantaged) | Assessments and observations indicate significantly improved oral language among this cohort. This will also be evident with high numbers of children achieving successful in the EYFS strands; Listening, attention and understanding and speaking. |

|  |   |
|--|---|
| Improved reading/phonics attainment among disadvantaged pupils.  | KS1 reading outcomes up to 2025/26 show that each cohort demonstrated a high level of attainment in both the KS1 phonics check and within internal data.  |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing through to 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• all children to have opportunity for participation in enrichment activities, particularly at least twice for all disadvantaged pupils.</li> </ul>                         |
| To improve staff understanding of how to effectively support pupil premium children within the classroom.      | Pupil premium children are the focus of pupil progress meetings and staff receive quality CPD to understand the diverse range of needs within the school community for pupil premium children. Staff will also be more aware of the data behind progress regionally for pupil premium children as a result of CPD after attendance of the EEF pupil premium network meetings in Warwickshire. |

## 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: £6675

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Peer to Peer Support as part of staff CPD<br><br>Release time for staff.<br><br>Coaching, Lesson Visits, Discussion with SLT. | Rosenshine's principles of instruction have a solid evidence base to support their effectiveness. Many of these principles are part of everyday teaching for staff and by training and developing those only serves to support the development of all children.  | 1,2                           |
| To develop our teaching and learning policy to embed high-quality teaching and learning within all subjects                   | The EEF toolkit concludes that "ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending."  | 1,2                           |
| Continued participation in the Voice 21 oracy focus project with a focus on Reception and Year 1 in 2025-26.                  | The EEF toolkit concludes that:<br><br>"There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives."<br><br>"On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress" | 1,2,4                         |

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

Budgeted cost: £1,800

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Delivery of standardised diagnostic assessment (NELI) for speech and language intervention.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>                   | <p>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.</p>  | 1,2,4                         |
| <p>Additional phonics sessions targeted at those children who require further phonics support.</p>   | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p>  | 1,2,5                         |
| <p>Utilising an existing part time teaching assistant to deliver guided reading sessions.</p>  | <p>Using EEF research, catch up will be delivered regularly in small groups (no more than 1:3). This is the optimal number to deliver these sessions effectively.</p>  | 1,2,5                         |
| <p>Providing parenting workshops for early reading and Phase 3 phonics in EYFS, Phase 5 “grow the code” phonics in Year 1.</p> <p>Mastering number parent sessions for each individual class in EYFS and KS1</p> | <p>Recommendation 2 of EEF's <b><u>Working with parents</u></b> to support children's learning guidance report suggests that educators <b>provide practical strategies to support learning at home:</b></p> <p><i>For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities, such as playing with letters and numbers, are also linked to improved outcomes.</i></p> | 1,2,3,4,5                     |

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

Budgeted cost: £600

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Providing free trips, clubs and musical instrument lessons for all children eligible for pupil premium                              | <p>Evidence suggests that children who have positive experience in school and enjoy school reach better attainment in the future.</p> <p>The EEF review of arts participation states - 'the impact of arts participation on academic learning appears to be positive...Improved outcomes have been identified in English, mathematics and science learning.'</p>   | 2, 3                          |
| Training more staff in the Warwickshire Early Help approach and then running a greater number of Early Help family support meetings | <p>The DfE report on improving school attendance:</p> <p><a href="https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendance/actions-for-schools- and-local-authorities">https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendance/actions-for-schools- and-local-authorities</a></p> <p>recommends resourcing attendance appropriately (including through the use of pupil premium money) and also recommends liaising with other agencies who are supporting children and families and communicating effectively with families – both of these activities work towards these.</p> | 3                             |

**Total budgeted cost: £9075**

## 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.

Training for the wider staff team has been implemented in several different areas throughout the year in line with the teaching and learning policy ensuring that quality teaching for all has been improved. Staff have implemented some evidence based approaches in their classrooms and shared strategies through peer-to-peer support.

Research shows that oracy supports children with their metacognition, well-being, fosters their self-esteem and improves academic outcomes. School staff received training from Voice 21 and successfully began to implement oracy strategies in all classrooms. The reception teachers also continued their sustained shared thinking approach to develop the children's oracy skills and the impact of this was that 93% of children reached a 'Good level of Development' in communication and language. This will continue next year. Delivery of an accredited language programme (NELI) in Reception was also a key driver in securing this.

Phonics catch up interventions alongside the continued delivery of an accredited phonics and reading programme ensured a strong set of phonics outcomes both in Year 1 (86% - up from 82%) and those children in Year 2 sitting the check again. By the end of Year 2, 98% had passed the phonics check. Additional reading fluency intervention was delivered across Year 2 to those children identified, including a more intensive phonics reading catch up targeting those most in need.

Using some of the funding to support wider opportunities for children was well received and ensured that all pupil premium children were able to access all trips as well as some other extracurricular opportunities of their choosing.