Lady Joanna Thornhill (Endowed)

Primary School

Learning for the Head, Heart and Hand

Pupil Premium 3 Year Strategy

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Review Date	October 2024
Date of next review	October 2025
Reviewer	Rachael Foster, Headteacher
Co-chairs of Governors	Ellie Brown & James Coumbe

(This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures)

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Pupil Premium 3 Year Strategy

Rationale

Pupil premium funding is a government funded investment designed to provide additional funding to schools in England to support potentially less advantaged pupils. The funding is intended to support schools in their efforts to improve the academic and social outcomes of pupils. This 3-year strategy sets out projected expenditure against the school context, data trends, our 'local knowledge' of our school and families and use of evidence-informed approaches to support decision-making. This information translates to a more detailed annual Pupil Premium Strategy Statement for the current academic year, which is reviewed regularly to establish impact. The Pupil Premium Group is not a homogenous group and as such our approach is tailored to an individual basis.

This strategy runs from Sept 2023 – July 2026 but is revisited on an annual basis. Any amendments, as required in response to the changing needs of this group over time and resources available to the school, are clearly highlighted on the document.

School Overview – Updated Sept 2024

Metric	Data
School name	Lady Joanna Thornhill Primary School
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	42 - 10%
Pupil premium funding allocation this academic year	£83,890.00
Academic year or years covered by statement	2023 -2026
Date published	Sept 2023
Date of last review	Reviewed Sept 2024
Statement authorised by	Rachael Foster
Pupil premium lead	Emily Burrell/Katrina Law-Williams
Governor lead	Stephen Cartwright

Disadvantaged pupil progress scores

	2022-2023	2023-2024
Reading	2.6	Progress scores not available for this cohort due to Covid-19 pandemic
Writing	0.7	
Maths	0.2	

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Disadvantaged pupil performance overview

	2022-2023	2023-2024
Meeting expected standard at KS2 Reading, Writing and Maths	6 / 8	5 / 8
Achieving high standard at KS2 Reading, Writing and Maths	1 / 8	1 / 8
Average score in Reading	108	102
Average score in Maths	106	103

Attendance of Pupil Premium pupils for the last 3 academic years

	2020 - 2021	2021-2022	2022-2023	2023-2024
Absence (sessions missed due to absence)	Data not available (Covid-19 pandemic)	9%	9%	9%

Strategy goals for disadvantaged pupils

Strategy goals use a tiered approach for teaching, targeted academic support and wider strategies.

Measure	**Activity**
Priority 1	To improve academic outcomes and overall learning experience of pupils eligible for pupil premium funding, through improved curriculum and high-quality professional development for teaching and support staff, improving pedagogy and implementing targeted teaching and learning strategies.
Priority 2	Improve overall attendance rates and reduce persistent absenteeism of pupils eligible for pupil premium funding, through targeted interventions and support.
Priority 3	Improve wellbeing and learning behaviours amongst pupils who are eligible for pupil premium funding, leading to better personal, social and academic outcomes and a more positive overall school experience.
Priority 4	Ensure equity of opportunity and curriculum access for pupils eligible for pupil premium funding by providing targeted support and interventions tailored to address their individual needs.
Potential barriers to learning that these priorities address	Poor literacy and numeracy skills; parental engagement; health & wellbeing issues; potentially lower socio-economic background.
Projected spending	£240,000 over 3 years

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3-year plan of implementation

This strategy runs from Sept 2023 – July 2026 but is revisited on an annual basis. Any amendments, as required in response to the changing needs of this group over time and resources available to the school, are clearly highlighted below in blue.

Priority 1 Key Objectives	2023 - 2024	2024 - 2025	2025-2026	What does sustainable provision in this area look like?	Risks and opportunities
To ensure there is support and high quality professional development for Early Career Teachers. *'Good teaching is the most important level schools for disadvantaged pupils'*. (The EEF Guide to the Pupil premium, June 2019)	ECT framework embedded and delivered effectively to support teachers who are in the early stages of their careers.	Teachers are equipped to sustain high quality teaching for all pupils. New group begins the cycle. Mentors receive support and training to equip them in their roles and in turn support their ECTs.	Teachers are equipped to sustain high quality teaching for all pupils. Mentors are equipped to provide high quality support and mentorship for their ECTs. New group begins the cycle. New mentors receive training.	Investment in Early Career Teaching is part of whole school culture and infrastructure and all pupils benefit from this, especially those for whom the pupil premium applies.	Cost effectiveness of early investment from mentors and senior leaders. Impact of additional time release time for ECTs and mentors. Opportunity to grow Early Career teachers and invest in their professional development benefits all children.

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To further develop pedagogical approaches to the teaching of Reading, Writing and Maths.	Regular CPD is delivered to all teaching staff, targeting identified areas of development linked to the school plan. Subject leads map and refine an expansive and systematic curriculum for each subject, including diagnostic pathways for targeted support via evidence-based interventions. Formative assessment approaches are embedded across the curriculum.	SLT ensures training is being maximised and links between classroom practice and interventions are strong, resulting in key pupils making accelerated progress. Formative assessment approaches are reviewed and embedded across the curriculum. Teaching and Learning Materials are embedded for each subject and for the basis for our pedagogical approaches.	There is a robust CPD plan in place linked to the school plan. SLT and monitoring ensures that training is embedded fully in classroom practice. Links are routinely drawn between training, classroom practice and intervention to ensure pedagogy is embedded Formative assessment approaches are strong and as result pupils make accelerated progress.	Support staff in meeting the needs of individual pupils, ensure they make excellent progress and use their professional development to maximum affect.	Teacher and TA recruitment and retention once training has been provided makes consistency of expertise a challenge.
To ensure that pupils eligible for the Pupil Premium have an excellent foundation in	Strong language development in early years and high-quality phonic provision ensures pupils are ready for the	Vocabulary development is an integral part of the Early Years environment and provision and as such pupils make excellent	Vocabulary development is an integral part of the whole school environment and as a result pupils make excellent progress from start points.	Systems and approaches for early years vocabulary development are clearly articulated and form an integral part of	Strong and growing EYFS/Year 1 team with high levels of expertise (especially EYFS lead) – opportunity for

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strong literacy skills.	next stage of their education. Over 90% of all pupils pass the phonic screener in year 1, aiming for all pupils eligible for the Pupil premium to pass the screener. Pupils leave year 2 as fluent readers in line with their age and stage of development and catch up in year 3 is effective for those pupils who need more support.	progress from their baseline. Vocabulary development across the school is prioritised in line with the school development plan, with appropriate CPD and follow up. Over 92% of all pupils pass the phonic screener in year 1, aiming for all pupils eligible for the Pupil premium to pass the screener. Pupils leave year 2 as fluent readers and catch up in year 3 is effective. School engage with Early Difficulties with Literacy Development project – embedding best practice across the school.	Over 92% of all pupils pass the phonic screener in year 1, aiming for all pupils eligible for the Pupil premium to pass. Pupils leave year 2 as fluent readers and catch up in year 3 and beyond is effective and well-embedded. School become a 'hub/teaching school' for the Early Difficulties with Literacy Development project – sharing best practice and widening impact.	the Early Years curriculum. A combination of high-quality teaching, structured interventions and effective tracking and assessment systems enables the large majority of pupils from less advantaged backgrounds to pass the screener and retain this knowledge moving into year 2 and beyond. A whole school focus on vocabulary acquisition and development ensures pupils are able to make strong progress from their start points. Early Difficulties with Literacy	sharing of skills/knowledge. Teacher and TA recruitment and retention once training has been provided makes consistency of expertise a challenge. Risk of momentum in intervention delivery being lost in the transition to new year groups over the summer. Training opportunities linked to Early Difficulties with Literacy Development – benefit of outreach work. EDwLD is a new project – associated external influences and factors in its implementation may be beyond

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				Development is a key area of strength for the school and best practice is shared and embedded.	the control of the school.
To ensure structured interventions result in accelerated progress	Review and assess successful interventions and identify professional development needs. Track interventions robustly and review accordingly. Pupil progress meetings to support this.	There is a greater emphasis on the links between interventions and class practice. Tracking and reviewing of interventions is well embedded across the school. Staff have sufficient training to deliver effective interventions.	Interventions are rapidly established, tracked and reviewed – as a result pupils make strong progress and catch up. Links between classroom practice and interventions are strong. Staff have high levels of training in delivery of interventions. Intervention choices are made with care and are research informed.	The school only uses interventions that are evidence-informed and effective in raising attainment and well-being. All staff understand the value of pupil progress review and participate fully.	TA recruitment and retention once training has been provided. Schedule and staffing challenges risk impacting consistency of delivery.
Priority 2 – attendance Key objectives	2023 - 2024	2024 - 2025	2025-2026	What does sustainable provision in this area look like?	Risks and opportunities
Improve attendance of	The effective tracking of attendance for disadvantaged	Attendance of pupils eligible for Pupil premium is 97% - the aim is for 100%	Attendance of pupils eligible for Pupil premium is 100%	Attendance is managed effectively to ensure that a	Ongoing impact of Covid-19 pandemic on attitudes towards

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disadvantaged pupils	pupils is fortnightly. The pastoral support mentor reports to the Headteacher. Action taken ensures that the data is 95% Subsidised places at breakfast club and afterschool club. PP lead liaises closely with Pastoral support mentor around provision for individual children.	attendance for all PP children A wide range of strategies and pastoral support aid in improving attendance for this group. PP lead attends all attendance meetings and is closely involved in the tracking of attendance. Persistent absenteeism is a focus for attendance meetings and close tracking of key children results in improved attendance.	A wide range of strategies and pastoral support aid in improving attendance for this group. Close liaison established between the attendance team and PP lead PP children are not disproportionately presented in attendance measures (including persistent absentees)	wider strategy for attendance is effective and attendance figures are above national and local data.	attendance, in line with the national picture.
Priority 3 – Emotional health & wellbeing Key objectives	2023 - 2024	2024 - 2025	2025-2026	What does sustainable provision in this area look like?	Risks and opportunities
Readiness for learning	Teacher awareness of self-regulation, meta-cognition	Teachers actively create opportunities for pupils to learn effective behaviour	Effective behaviour and learning strategies are embedded as part of the curriculum and	Pupils can articulate in an age-appropriate	Time for staff to trial, reflect on and consolidate strategies to

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	strategies and behaviour management are developed via professional development and monitoring activities. Pupils begin to identify for themselves strategies for self-regulation and meta-cognition that enables them to develop a learning mind-set.	and learning strategies as part of their everyday curriculum and as such, this impacts positively on pupil attainment and progress.	as such, this impacts positively on pupil attainment and progress.	manner, the strategies they can employ to best support their learning and the ability to self-regulate their behaviour.	ensure effective implementation.
Emotional literacy and self-regulation	Teacher and support staff awareness of zones of regulation to be developed via professional development and integration into PSHE curriculum. Teacher and support staff awareness of emotion coaching approach to be	Zones of regulation training to be re-visited and incorporated into all aspects of school life. Boxall profiles/emotional wellbeing framework completed with those eligible for pupil premium funding where appropriate and individual/groupwork on Zones will form part of individualised support plans.	Zones of regulation approaches are embedded into all aspects of school life. Boxall profiles/emotional wellbeing framework completed with those eligible for pupil premium funding where appropriate and individual/groupwork on Zones will form part of individualised support plans.	Children and adults use the language of Zones of regulation within day-to-day interactions within school. Behavioural incidents are viewed as moments of key learning which is supported by Zones.	Challenges with monitoring impact. Time for staff to trial, reflect on and consolidate strategies to ensure effective implementation. Schedule and staffing challenges risk impacting consistency of delivery (new staff).

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	developed via professional development.				
Emotional health and wellbeing	Teacher and support staff awareness of common mental health presentations, neurodivergence and associated adaptive approaches to be developed through a programme of professional development. Teacher and support staff awareness of emotion coaching approach to be developed via professional development.	Teachers and support staff have a growing knowledge of mental health and wellbeing and appropriate support is in place for children. Boxall profiles/emotional wellbeing framework completed with those eligible for pupil premium funding where appropriate and individual/groupwork on Zones will form part of individualised support plans. Senior Mental Health Lead in post and appropriate training completed – mental health and wellbeing plan established for the school.	Teachers and support staff have an embedded knowledge of mental health and wellbeing and appropriate support is in place for children. Boxall profiles/emotional wellbeing framework completed with those eligible for pupil premium funding where appropriate and individual/groupwork on Zones will form part of individualised support plans. Senior Mental Health Lead established – mental health and wellbeing plan in place and action embedded across the school.	Mental health and emotional wellbeing concerns are identified early and an individualised support plan is implemented and reviewed in co-production with child and parents/carers.	Staff capacity to complete and review all profiles and action them accordingly. Risk associated with changing staff and recruitment – consistency of provision and expertise.
Priority 4	2023 - 2024	2024 - 2025	2025-2026	What does sustainable provision in	Risks and opportunities

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Key objectives				this area look like?	
Access to curriculum and wider school opportunities.	Ascertain equity of access for those pupils eligible for the pupil premium (curriculum access & curriculum enrichment) identifying pupil premium students who require additional support. Extra-curricular clubs to be promoted, targeted invites where needed and clubs made available where there are cost implications.	PP engagement in curriculum and wider opportunities tracked at a pupil level and appropriate action taken as needed. All PP pupils at some point throughout the year have access to curriculum enrichment and clubs – 100% The Lady Joanna Legacy is established, and children benefit from a range of opportunities as a result.	PP engagement in curriculum and wider opportunities tracked at a pupil level and appropriate action taken as needed. All PP pupils at some point throughout the year have access to curriculum enrichment and clubs – 100% The Lady Joanna Legacy is embedded, and children benefit from a range of opportunities as a result.	Pupils eligible for pupil premium funding access clubs, breakfast club and sporting activities to promote wider interests and opportunities.	Affordability.

Teaching priorities for current academic year

Aim	Target	Target date
Attainment in Reading	Achieve in line with national average attainment scores in KS2 Reading	Sept 25
Attainment in Writing	Achieve in line with national average attainment scores in KS2 Writing	Sept 25
Attainment in Mathematics	Achieve in line with national average attainment scores in KS2 Maths	Sept 25

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Phonics	Achieve national average expected standard in PSC	Sept 25
Other	Improve attendance of disadvantaged pupils	Sept 25

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for professional development and that sufficient support is given for consolidation and to effectively embed new approaches.	Use of INSET days, additional cover time (subject/management time), coaching & appraisal cycle.
Targeted support	Ensuring consistent delivery of targeted approaches (staffing/curriculum time/capacity)	Supported by Inclusion Team, additional cover time (subject/management time), coaching & appraisal cycle.
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and other external agencies to secure the best support for pupils. Working closely with CARE foundation schools to promote effective approaches.