Lady Joanna Thornhill
Pupil Premium Strategy Statement 2025 - 2026

This statement details our school's use of pupil funding to help improve the attainment of our potentially disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year. This document should be read in conjunction with our 3-year Pupil Premium Strategy for a long-term overview of our approaches to support those in receipt of pupil premium funding. Please see our separate Pupil Premium Strategy Statement Review for a full review of the impact of last year's spending of pupil premium funding.

School overview

Detail	Data
School name	Lady Joanna Thornhill Primary School
Number of pupils in school	429
Proportion (%) of pupil premium eligible pupils	46 – 11%
Academic year that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025-26 (Please see also separate 3-year strategy covering 2023-2026)
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Rachael Foster
Pupil premium lead	Kristen Weiss

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,100
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£79,100

Part A: Pupil premium strategy plan

Statement of intent

At Lady Joanna Thornhill we recognise the well-established link between deprivation and pupils' academic outcomes. We actively help our Pupil Premium cohort by understanding their individual needs and adapting our support accordingly. This approach aims to overcome challenges such as:

- Learning gaps and/or wellbeing issues resulting from or exacerbated by the Covid 19 pandemic.
- Relative poverty.
- Rates of attendance that are significantly lower than the national average.

Our ultimate aim is to ensure that every child at Lady Joanna Thornhill achieves high quality learning for the Head, Heart and Hand. We want children to leave our school with the knowledge, skills, values and mindset required to succeed at secondary school and beyond, regardless of the challenges they face in life. Our pupil premium plan focuses on developing our teachers so that they can support the children to achieve these aims. It also has the flexibility to support individual children academically and emotionally beyond the quality first teaching they receive in the classroom, as required. The additional support provided through our in-house counsellor, for example, is every bit as important as the additional academic booster groups and individual reading support.

Challenges

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

Challenge number	Detail of challenge
1	To narrow and eventually close the attainment gap that exists for many of our pupil premium cohort and that has been exacerbated by the Covid-19 pandemic. Assessments and pupil progress review indicate that attainment among disadvantaged pupils remains below that of non-disadvantaged pupils in Reading, Writing and Maths, with the most notable gap evident in Writing.
2	To ensure that rates of attendance are as high as possible for every child in our pupil premium cohort. Our attendance data over the last academic year indicates that attendance among pupil premium cohort is lower than for non-pupil premium cohort. Punctuality is significantly lower for the pupil premium cohort which negatively impacts upon access to pre-teaching/same day interventions and readiness for learning. Persistent absenteeism is also a concern for some children within this group.
3	To support the development of sustainable wellbeing and learning behaviours amongst our pupil premium cohort.

	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils; these challenges are particularly affecting our pupil premium cohort.
4	To work collaboratively with vulnerable families to strengthen the bond between school and home.

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) Learning gap narrowed in Reading, Writing and Maths, with pupils making excellent progress from their starting points.	Evidence of excellent progress is seen in school-based and national assessments as well as in children's individual learning profiles.
2) Attendance of pupil premium cohort targeted at 100%	Attendance of pupil premium cohort is in line with whole school attendance.
3) Wellbeing and readiness to learn improve for pupil premium cohort.	Visible progress from individual starting points. Evidence of progress collated via pupil/teacher voice and wellbeing measures.
4) Parents/carers feel supported by the school, and this impacts positively on children's school experience.	Children's academic performance and wellbeing progress from individual starting points whilst parents/carers increase engagement in school life. Evidence of progress is seen in parent voice, attendance, wellbeing indicators and academic performance.

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: £50,000

Activity	Evidence that supports this approach	Impact measure	Challenge number(s) addressed
Extend Mathematical Fluency Initiatives into Key Stage 2 with a Focus on Multiplication and Number Skills by implementing NCETM's Mastering number programme across KS2 and reviewing the quality of fluency in Early Years and Key stage 1.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3m https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/	Outcomes for pupils achieving Early Learning Goal in number. Outcomes for pupils at the end of Key Stage	1
Embed the strategies from our 24-25 literacy difficulties project to ensure writers are fluent including: • enhancing teachers' confidence with the use of modelled writing, • embedding the writing conferencing process and • the effective use of scaffolds to support children with literacy difficulties.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Rose, J., 2009. *Identifying and teaching children and young people with dyslexia and literacy difficulties: An independent report*. Nottingham: DCSF Lovell, L (Ed), 2023, *Teaching Dyslexic Students: Theory and Practice, London: Jessica Kingsley Publishers.*	Qualitative feedback from teaching and learning walks, pupil voice captured and other monitoring by subject leads Outcomes for pupils at the end of Key Stage and EYFS outcomes	1
To review reading fluency approaches, ensuring children's learning is balance of: reading for enjoyment and the technical elements of the reading process.	https://educationendowmentfoundation.org.uk/reading-house/fluency https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency	Outcomes on fluency assessments KS2 outcomes in reading	1

Introduce a coaching and mentoring programme to support teacher development at different career stages with a focus on inclusion.	Mentoring and Coaching of teachers: what research can tell us, 2023, National Institute of Teaching	Monitoring demonstrates improvements in teachers' support of PP children.	1
To provide training for all staff in developing resilient learners, delivered by Educational and child psychologists.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	Staff will employ a range of strategies consistently to support children's development as resilient learners.	3
To create parent workshops and resource packs focused on building resilience at home and understanding school approaches.	https://researchschool.org.uk/unity/news/pupil-premium-and-send-learning-without-labels	Parents will support their children effectively to become resilient learners (parent survey)	4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Impact Measure	Challenge number(s) addressed
To secure accelerated progress through targeted intervention	Small group tuition | EEF (educationendowmentfoundation.org.uk) Evidence – intervention	Pupil data entry/exit data.	1,3
To develop and embed writing conferencing as a targeted intervention for writing	Small group tuition | EEF (educationendowmentfoundation.org.uk) EEF – Improving Literacy Guidance	Pupil data entry/exit data.	1

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach		Challenge number(s) addressed
Pastoral Support Mentor to support/promote children's school attendance and punctuality through supportive conversations and tailored actions. To ensure meetings, target setting and tracking of vulnerable groups continues to be robust and that those eligible for Pupil	Research into how attendance can impact attainment | The Key for School Leaders (thekeysupport.com) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=parent	Attendance and punctuality data to be captured and reviewed at end of each term.	1,2,3,4

Premium have excellent attendance.	Working together to improve school attendance (publishing.service.gov.uk)		
Parental engagement initiatives Introduce parent workshops related to Kent's Mainstream Core Standards	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	Parents engage effectively with the school to support children.	1, 2, 3, 4
Support children's emotional development and wellbeing through a whole school approach to social and emotional learning and self-regulation, via zones of regulation. Focussed and targeted support via counselling and emotional wellbeing support.	How effective are nurture groups? | Tes Nurture Provision in Primary Schools | Department of Education (education-ni.gov.uk) https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies	Child outcome rating scale to provide pre/post intervention measures	1,2,3
Continue to map all those eligible for the pupil premium at individual level, ensuring that every single child is able to attend an extra-curricular club / sporting event, finding something that they enjoy and love doing and promoting attendance and engagement in school events.	Every alteration to current practice will be made based on a combination of research, school team experience and advice from experts in specific needs.	Numbers of PP children attending extra-curricular and sporting events	2, 3
Subsidised provision of breakfast club, after school clubs, uniform and enrichment opportunities, including music lessons and residential trips.	To support families of pupils eligible for pupil premium to attend breakfast club with a view to supporting attendance/punctuality and readiness for learning. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	Individual impact measure to be determined based on need being responded to and outcome sought.	2, 3, 4

Total budgeted cost: £80,000