Lady Joanna Thornhill Primary School
Pupil Premium Strategy Statement

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.

School overview

Detail	Data
School name	Lady Joanna Thornhill Primary
Number of pupils in school	431
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 Primary School 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 Primary 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	End-of-year- review
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	Mathematics outcomes demonstrate strong attainment: 90% of EYFS children achieved the Early Learning Goal for Number. At the end of KS2, 77% of Year 6 pupils achieved the expected standard in mathematics and 34% achieved Greater Depth. Within the Pupil Premium cohort, 8 of the 11 pupils achieved the expected standard. Of the three children who missed the expected mark, one child had special educational needs. These outcomes provide a positive foundation for the continued development of mathematical fluency.
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 conferenci	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	Internal monitoring provides clear evidence of stronger writing practice, with increased teacher confidence, particularly in supporting lower-attaining pupils. Modelled writing has become more collaborative and supportive, helping pupils to understand expectations and approach tasks with greater confidence. Pupil voice reinforces this positive picture: pupils report greater enjoyment of writing, find tasks more

ng process and • the effective use of scaffolds to support children with literacy difficulties.				achievable and are more willing to take risks in their work.
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	Reading outcomes were strong: 85% of Year 6 pupils achieved the expected standard in KS2 reading SATs and over 50% achieved Greater Depth. The revised approach to teaching reading in Year 3 supported progress through the Little Wandle phonics programme, with all but two pupils moving off the programme by the end of the year. These outcomes highlight positive progress in pupils' reading development.
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	Pupil Premium funding has been invested strategically in coaching to strengthen teaching and remove barriers to learning for disadvantaged pupils. Coaching has helped staff to identify and respond to literacy difficulties, address mathematical misconceptions and strengthen adaptive teaching for pupils with complex needs. This investment has developed staff expertise and strengthened everyday classroom provision, providing a sustainable foundation for improving access, engagement and outcomes for pupils eligible for Pupil Premium.

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	Monitoring throughout the year demonstrates strong adaptive teaching, with staff using strategies that support high levels of engagement among Pupil Premium pupils. This provides positive evidence of staff applying their expertise to help pupils participate successfully in learning.
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	Parent feedback on the resilience workshop was consistently positive, demonstrating that families valued the support offered. This provides a strong foundation for further work with parents to develop a shared approach to building children's resilience.

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	End of Year Outcomes
To secure accelerated progress through targeted intervention	Small group tuition | EEF (educationendowmentfoundation.org.uk) Evidence – intervention	Pupil data entry/exit data.	1,3	Targeted small-group tuition supported Year 6 pupils' progress in mathematics, with 8 of the 11 Pupil Premium pupils achieving the expected standard. This is a positive outcome for the cohort and demonstrates the contribution of focused support to pupils' learning.
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	End-of-KS2 writing outcomes were very strong: 92% of pupils achieved the expected standard and 33% achieved Greater Depth. These results provide a positive picture of writing attainment across the cohort and a strong foundation for the

				continued use of writing conferencing within the school's approach to writing.

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach		Challenge number(s) addressed	Mid-year review
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 Premium have excellent attendance.	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 Working together to improve school attendance (publishing.service.gov.uk)	Attendance and punctuality data to be captured and reviewed at end of each term.	1,2,3,4	Attendance team meetings are fully embedded, with prompt follow-up and clear actions to support pupils and families. This established approach enables the school to identify attendance concerns and coordinate support consistently. The attendance gap between Pupil Premium and non-Pupil Premium pupils is 3 percentage points, however this includes children making use of Flexi-schooling and those on a reduced timetable. The review has informed a new attendance strategy for 2026–27, building on these established systems to address the remaining gap.
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	Initial parent workshops received positive feedback, providing a strong foundation for continued partnership with families. Building on this response, Inclusion workshops will be embedded as a termly offer in 2026–27 to maintain

				regular opportunities for parents to access support and engage with school approaches.
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	The school provided counselling or emotional wellbeing group support for 27 children, with consistently positive parental feedback. The NHS mental wellbeing team also began working in school, delivering themed workshops for Years 4, 5 and 6. Post-workshop feedback showed that pupils felt they had gained useful skills, adding to the positive evidence from families about the support available. The Me and My Feelings scale (Anna Freud Centre) is being trialled in Term 6 to strengthen the evaluation of wellbeing interventions.
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	Participation in enrichment was strong, with the overwhelming majority of Pupil Premium pupils taking part in an extracurricular club or sporting activity. Building on this success, our ambition for next year is for every Pupil Premium pupil to access an opportunity that reflects their interests, develops their confidence and strengthens their sense of belonging.

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	Subsidised provision enabled 20 children to benefit from after-school club places and enrichment opportunities, including PGL, curriculum-related trips and swimming lessons. This funding widened access to valuable experiences and reduced financial barriers to participation for the children supported.

Total budgeted cost: £80,000