

Pupil premium strategy statement – Thornhill Lees CE (VC) I & N School

This statement details our school’s use of pupil 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
Number of pupils in school	Reception to Yr 2: 227 (Pre-School to Yr 2):291
Proportion (%) of pupil premium eligible pupils	16.50%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	4.12.2024
Date on which it will be reviewed	October 2025
Statement authorised by	Debbie Douglas
Pupil premium lead	Debbie Douglas
Governor / Trustee lead	Huzafa Bismillah

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,560
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£69,560

Part A: Pupil premium strategy plan

Statement of intent

At Thornhill Lees CE (C) School we have high expectations for all pupils in our school, and believe that with excellent teaching, working in partnership with parents and a personalised approach to meet children's individual needs, every child can make good progress and achieve well, irrespective of their backgrounds or individual challenges.

Our children enter school with very low oral language skills, poor physical development and social skills; more so since the start of the pandemic and more evident amongst our disadvantaged children. This has led to a focus on these areas of development in our Early Years, and trailing extending our 2 year old provision to afternoon sessions. This is not something that is constantly required, but can run when the needs is there. By the end of EYFS our aim is for the majority of our children to be in line with national expectations.

Our school development focus is centred on improving writing and inclusion, with a focus on communication in school. We have developed our progression of vocabulary and language throughout school and in addition linked this to the homework activities that we provide for parents to support their children throughout school.

To support the needs of the children we have trained a member of staff to a level 2 speech and language qualification so that the children receive input several times a week. We are in partnership with Huddersfield University working with trainee Speech therapists and providing placements in school, which in turn is supporting our disadvantaged children and heightening staff knowledge and awareness in supporting children in this area.

Attendance is closely monitored in school, with each half term's attendance percentages sent home and also meetings held with our school attendance officer, headteacher and parents to support families in improving attendance. We work hard on celebrating good attendance and keeping parents fully informed of expectations and their child's attendance each half term, supporting families where needed.

With the knowledge that our families often lack the funding and ability to provide extra curricular experiences, we ensure that we have theatre shows in school and other events in school. We carefully choose experiences for the children, through external providers to develop children's oracy, knowledge and understanding of the world and physical development. School trips are carefully planned to develop these areas as well.

Additional staff support is allocated to support phonic development, speech and language needs and comprehension skills, all identified through our trackers and monitoring in school. In addition, we have an Elsa trained member of staff who works with groups of children each week, and meets with the parents about the progress.

The impact of all of our strategy is carefully monitored and reviewed each term by the SLT and next steps planned to take into account any new information.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate lower oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Year 2 and in general.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as early readers.
3	Baseline assessments demonstrate that our children enter school with low scores in Understanding the World. Some of this is based on few wider experiences out of school, whilst much is also attributed to children having a lack of vocabulary
4	Assessments, observations and discussions with children suggest that disadvantaged children have greater difficulties with mathematical development, in particular in relation to problem-solving and the subject specific vocabulary.
5	Children from disadvantaged backgrounds tend to struggle with reading comprehension skills. This can be at lower levels, but also for those children who are reading fluently and could aim for higher levels of attainment, but do not have a breadth of reading to draw on to aid their comprehension skills.

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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is reflected in EYFS CLL attainment and is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved Phonics Pass Scores for disadvantaged pupils in Year One (or Two if not achieved in Year One).	Year One phonics pass rate for children eligible for Pupil Premium matches those of their peers in 2024/2025 ** where no complex SEND
All pupils are exposed to a breadth of experiences to enhance their vocabulary.	Understanding the World scores for disadvantaged children in the EYFS Profile are raised to 60% in 2024/25. Observations and Assessments demonstrate children have increased knowledge of the

	world, which they can bring to their discussions, writing and reading.
Improved maths attainment for disadvantaged pupils at the end of EYFS and KS1.	EYFS maths outcomes in 2024/25 show that 60% of disadvantaged pupils meet the expected standard. KS1 maths outcomes in 2024/25 show that more than 60% 60% of disadvantaged pupils meet the expected standard.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2024/25 show that 70% of disadvantaged pupils meet the expected standard.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Working with Great Heights Research Hub on supporting children through the Reading Ambition for All project.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Staff to be trained in the use of Makaton level 1 (Oct 2024) and each year progressing through the levels, and also in Communicate in Print developing these to support means of communication throughout school.	Enabling means of communication to develop enables children to gain confidence, feel included and progress in their learning moving forward. Special Educational Needs in Mainstream Schools EEF Improving Social and Emotional Learning in Primary Schools EEF	1,3,&4

Continue the journey on mastery maths approach to teaching and learning maths in Early Years and Key Stage One	This is evidence based through the work of the White Rose Maths Hub who have been supporting schools across the country at different stages of their development over several years. /www.mathematicsmastery.org/EEF-independent-impact-study	1,3,4,&5
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 27,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants to support Reception, Year 1 and 2 pupils in oracy, phonics 'keep up' and comprehension skills.	Targeted support by Teaching Assistants trained in particular teaching approaches/interventions are evidenced to have a high impact on children's attainment (higher than just general deployment in classrooms). Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1/2/4/5
Trained level 3 Teaching Assistant to support children with their speech and language programmes several times a week	Targeted support by Teaching Assistants trained in particular teaching approaches/interventions are evidenced to have a high impact on children's attainment (higher than just general deployment in classrooms). Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1/2/4/5
Elsa trained support assistant to support children with their emotional well being and confidence	Targeted support by Teaching Assistants trained in particular teaching approaches/interventions are evidenced to have a high impact on children's attainment (higher than just general deployment in classrooms). Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1/2/4/5

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a well being champion for 2 days per week to support families and workshops in school	<p>It is proven that activities that support parental engagement in their children's learning activities have a good impact on raising children's achievement.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1/3/4
Provision of a range of curriculum enrichment visits/visitors in order to enhance children's knowledge of the world, give them wider experiences to draw on in their reading and writing and extend their vocabulary.	<p>We have used this to good effect over the last few years. Children enter with low baseline in Understanding the World and Communication and Language, but results at the end of EYFS and KS1 demonstrate positive progress.</p>	1/3/5
Provide free places at Breakfast club, staffed by 2 experienced staff members	<p>Children whose attendance and punctuality have been an issue, show increased readiness to learn and are able to take full advantage of the lessons at the beginning of the day. They are able to join in with additional activities, which developed their vocabulary and understanding of the world.</p>	

Total budgeted cost: £ 69,560

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Early Years

In 2022/2023 there were 75 children in the cohort and 41% achieved the GLD, which is slightly higher than the previous year but significantly lower than the LA and National average. In the Prime areas 57.3% achieved the expected and in the Specific areas 34.7%. No-one at SEN support or EHCP achieved the GLD, and 9.3% of PP children achieved the GLD.

Again, within this cohort, the children entered with low levels of PSED and Communication which has impacted on the end of year outcomes as well. The cohort remain immature, particularly those of Pakistani heritage and the disadvantaged children.

In 2024 there were 67 children in the cohort and 52.2% achieved the GLD, which is again higher than in the previous year. In Prime Areas 56.7% achieved the expected and in Specific Areas 41.8%.

Phonics

All staff were trained on Little Wandle from Autumn 2 2021, and the scheme was introduced in school at the beginning of January 2022. Due to funding we continued to use the Floppy Phonics reading books, purchasing extra ones to fill the gaps we had, but soon realised that in order to fully implement Little Wandle we needed to purchase the Big Cat books that linked with the scheme. These were purchased in July 2022 to start the new academic year.

We were using online reading books for home readers since September 2022, but we have found that parents are not accessing this. Therefore, through a grant from the English Hub we purchased home reading books, which were sent home from the end of May 2023.

In 2023, 78% passed the Year 1 phonics test, which was an improvement on the previous year and with a cohort that had achieved a low GLD at the end of Reception. The LA percentage was 79.1% and National is 79.3%. This shows that school was only slightly below this percentage.

In Year 2, 33.9% passed the phonics check, against LA percentage at 60.2% and National at 60.5%.

In 2024, 64.9% passed the Year 1 phonics test, which is lower than last year, but higher than had been predicted. This cohort had struggled with retaining their phonetic knowledge in Reception and had made slow progress in the Autumn term 2023. The LA percentage was 80.3% and National was 80.4%.

In Year 2, 40.9% passed the phonics check, against a LA percentage at 53.9% and the National percentage is 55.8%. Several new children joined this cohort that were new to England.

Key Stage 1

In 2023 the outcomes at KS1:

This is a cohort of 69 children across 3 Year 2 classes, of which 14 children (18.8%) have SEN and 20.3% are disadvantaged.

Reading – 63.8% of the children are at Expected and 8.7% at Greater Depth

Writing – 60.9% of the children are at Expected and 4.3% at Greater Depth

Maths – 62.3% of the children are at Expected and 5.8% at Greater Depth

This shows an increase in all areas this year.

In 2024 the outcomes at KS1:

This is a cohort of 90 children across 3 Year 2 classes, of which 19 children (17.1%) have SEN and 22 children 19.8% are disadvantaged.

Reading – 55.1% of the children are at Expected and 21.3% at Greater Depth

Writing – 59.6% of the children are at Expected and 7.9% at Greater Depth

Maths – 65.2% of the children are at Expected and 9% at Greater Depth.

Each cohort is unique and we have found that the legacy of the pandemic is still impacting on the need of the children as they enter our setting, and in turn this has an affect on the curriculum and support we offer the children. The children come to us with very low levels of language and their exposure to the world around them has become even more limited. Parents need more support in terms of daily life and help to access services in the community. Finance and housing are recurring themes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
None – N/A
The impact of that spending on service pupil premium eligible pupils
None – N/A

Further information (optional)

None