

Pupil Premium Strategy Statement 2024-2027

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines how we intend to spend the funding and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	West Thornton
Number of pupils in school	904
Proportion (%) of pupil premium eligible pupils	36% (327 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	December 24
Date on which it will be reviewed	September 25
Statement authorised by	Jonathan Owen
Pupil premium lead	Jonathan Owen
Governor / Trustee lead	Suregah Balachandran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£466,866
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£466,866

Part A: Pupil premium strategy plan

Statement of intent:

This strategy outlines the challenges our most vulnerable pupils face and how we aim to mitigate any context specific, potentially negative impact. We will target additional financial support in the right areas, at the right time. This funding, along with aspirational targets for vulnerable pupils and robust tracking processes will mean early intervention is assured. We ultimately aim for the progress and attainment of disadvantaged children to be in line with their non-disadvantaged peers.

High-quality teaching is at the heart of our approach; we will focus on Reading and Writing over the next three years, as statutory data shows these are the subject areas in which disadvantaged pupils achieve below their non-disadvantaged peers. A sharp focus on improving the quality of education is proven to have the greatest impact on closing the disadvantage attainment gap. We will evaluate our curriculum and its delivery to ensure that it specifically engages and meets the needs of our most vulnerable children. This strategy also outlines how the remainder of the funding will be spent on children in receipt of the Pupil Premium by:

- providing targeted interventions to close attainment gaps; this will include high quality speech and language interventions to develop pupils' communication skills and the confidence to succeed at West Thornton and beyond.
- providing opportunities for learning beyond our global curriculum, including clubs and other enrichment activities that increase cultural capital
- providing pastoral support to children and their families and working with other specialist agencies to ensure they thrive
- including parents and carers in their children's learning at every opportunity
- prioritising children's physical and mental health and wellbeing.

We are committed to ensuring that our activities and approaches are based on sound research which will ultimately benefit all children, raising standards and aspirations for everyone.

Challenges:

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

Challenge number	Detail of challenge
1	There are gaps in attainment for Pupil Premium children in Reading and Writing, including the number of pupils who reach the higher level of attainment at the end Key Stage 2
2	A high % of families who are eligible for the pupil Premium join West Thornton with limited or no experience of school. Children from these families are typically learning English as an Additional Language and/or are new to the country.
3	Many of our PP families experience a number of challenges, including, but not limited to housing, food insecurity, mobility, domestic violence, etc.
4	At West Thornton we have a high proportion of children in receipt of the pupil premium who also have SEND needs.
5	There are gaps in oracy development and language acquisition for PP pupils, particularly early language in the EYFS and Key Stage 1
6	Persistent absence of Pupil Premium children across the school.

Intended outcomes:

This explains the outcomes we are aiming for by the end of our current strategic plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
PP children make good progress in Reading and Writing to the end of Key Stage 2, including from mid-phase starting points.	<ul style="list-style-type: none"> Statutory phonics attainment remains above average in Key Stage 1. The gap in the % of PP and non PP children reaching age related expectations in Reading and Writing in each year group is less than 10% by the end of 2027; subsequently, the % for all children reaching ARE in RWM increases to be above the national average. By 2027, the % of PP children achieving EXP+ in R/W/M years 1-6 is not below 70% and the attainment between PP and non-PP gap is less than 10%
PP children and their families who are new to the school/ country, are supported to succeed both academically and pastorally.	<ul style="list-style-type: none"> Between 20024-27, the school's tailored induction period for children new to the school is fully embedded. The progress made by PP children new to the school is in line with their peers. 65% of club spaces are filled by PP children Each year, all PP children attend all trips and enrichment activities within the school day.

	<ul style="list-style-type: none"> • Pupil and parent feedback from new joiners is positive and next steps and suggestions are acted on. • Children are well prepared for the next stage of their education (KS3)
Challenges experienced by our PP families do not adversely affect attainment and progress for these children.	<ul style="list-style-type: none"> • Key individuals, (class teachers, family support workers etc.) have good working relationships with families experiencing external challenges. • The number of disadvantaged families who access school based local support services will increase each year from 2024-2027.
Children in receipt of the pupil premium who also have SEND needs have these needs met.	<ul style="list-style-type: none"> • Additional needs are accurately identified and met • Curriculum evaluation shows that training to support children with SEND improves outcomes and attainment of these children. • Robust tracking demonstrates that these groups make progress in line with other children in their cohort. • Pupil and parent feedback is positive and acted on.
There is no discernible gap in language acquisition and development between PP and non PP children by the end of 2027.	<ul style="list-style-type: none"> • Gaps in language development for PP pupils are systematically identified and filled so that children can access the curriculum fully. • The percentage of PP children reaching GLD in Early Years for communication and language and listening and attention matches that of their peers by 2027. • PP children acquire the necessary vocabulary for their stage of development and for the specific learning they undertake: teachers are skilled in teaching vocabulary, including the use of pre-teaching; dual coding etc. • All staff in EYFS and KS1 are confident in modelling supporting children to expand their vocabulary and apply the trusts STAR approach • Speech and Language support has a measurable impact on individual children and groups each year between 2024-27. • The trust's oracy framework is evident in high quality teaching and learning by the end of 2026.
The number of Pupil Premium children who are persistently absent is below the national average in each year between 2024 & 2027.	<ul style="list-style-type: none"> • All stakeholders are aware of the impact persistent absence (below 80%) is likely to have on children's progress, friendships and life chances. • Attendance figures continue to rise and are above national average in each year from 2024 - 2027. • School leaders, attendance officers and the Educational Welfare Officer successfully use informal and formal approaches to support and challenge persistent absence resulting in this being below national average within 2 years.

	<ul style="list-style-type: none"> • There is no gap between the number of persistently absent children who are in receipt of the Pupil Premium and those who are not within 3 years. • The attendance of children with SEND who are in receipt of the Pupil Premium is not below that of their peers by 2027.
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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: £ 226,000

Activity	Evidence that supports this approach	Challenges addressed
<p><u>High quality teaching of Reading</u> Ambitious targets set: PP 77%, non PP 80% at the end of 2024-25.</p> <ul style="list-style-type: none"> - A continuation of the successes of our embedded systematic synthetic phonics approach - Fluency sessions for years 2 and 3, which bridge the learning from phonics, to whole class reading and comprehension. - Opportunities for developing reading comprehension strategies across the curriculum including targeted use of AI to create appropriately levelled text. - Continued purchase of high quality texts in wider curriculum subjects, - Regular assessment of reading fluency scores in KS2 to track the impact of quality first teaching and interventions and make adjustments. - Continue to work with <i>the Wandle English Hub</i> to develop fluency in KS2 and phonics in EYFS/KS1: this includes access to a wealth of online resources and 6 full days of in school support per annum. - Reading to remain a focus throughout the year in our instructional coaching approach via step lab. 	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, (Strong impact + 5 months) particularly from disadvantaged backgrounds. Our new approach has led to year on year improvements and attainment above national averages. Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading allows children to access learning and achieve across the curriculum. "On average, reading comprehension approaches deliver an additional six months' progress." Impact + 6 months Literacy Key Stage 2</p> <p>Instructional coaching is our proven, main approach to developing teachers.</p>	1, 3, 4

<p><u>High quality teaching of Writing</u></p> <p>Ambitious targets set: PP 80, non PP 70 at the end of 2024-25.</p> <ul style="list-style-type: none"> - Core texts adapted from last year; supplementary texts purchased to match the interests of PP children in the cohort and provide examples of different genres of writing. - Writing CPD provided by the local Wandle English Hub will give strategies and approaches to key staff to support more children to reach the Greater Depth level at the end of KS2. - Year 5 and 6 phase leaders trained to to be Key Stage 2 moderators with the Local Authority, deepening knowledge of end of year expectations. - In house CPD will focus on strengthening the foundational skills of writing (grammar, spelling, punctuation and editing); this training to be mirrored for TAs and individual study books purchased for children in Year 6. 	<p>Research shows that high quality CPD enables pupils to make progress. A key factor for attainment and progress is effective teaching as highlighted by the Sutton Trust's report 2011, which revealed that the effects of high-quality teaching are especially significant for children from disadvantaged backgrounds.</p> <p>Impact of explicit grammar teaching, D.Myhill 2022</p>	<p>1, 3, 4</p>
<p><u>Development of subject knowledge</u></p> <ul style="list-style-type: none"> - School based and Trust wide CPD ensures teachers are skilled in teaching vocabulary, including the use of pre-teaching; dual coding; and, the STAR approach. 	<p>EEF research and guidance on the teaching of vocabulary</p>	<p>1</p>
<p><u>Tailored induction / assessment on arrival</u></p> <ul style="list-style-type: none"> - Systematic assessments used to identify children's strengths and areas for development: these children are quickly targeted for interventions in and out of class. - EAL children have a particular induction that focuses on 'school ready' skills, including social skills and language acquisition in addition to academic assessments (which lead to impactful, targeted intervention). - PP children are at the heart of monitoring, with Pupil Book study and 	<p>Our actions on supporting children who are new to the country, or have language barriers is very much based on research from the Bell Foundation which shows how early and systemic support in class has the greatest impact for these children.</p> <p>By focussing on PP children in our curriculum evaluation and monitoring including those who cross</p>	<p>2, 4</p>

<p>Progress review meetings focusing on these children and their progress / attainment.</p>	<p>multiple barriers, we can make adjustments to support all.</p>	
<p><u>Processes, activities and resource to meet the needs of pupils with SEND in receipt of the Pupil Premium</u></p> <ul style="list-style-type: none"> - Additional needs are accurately identified via a universal referral from. - An accurate provision map for those with SEND means leaders can ensure resource is deployed effectively and needs are met - Effective CPD to support children with SEND is delivered by SENDCOs and leaders, covering specific approaches including explicit instruction, cognitive strategies, task design and scaffolding, flexible grouping and IEP writing - All staff, including Headteachers and SENDCOs receive specific training via Nasen and other providers. 	<p>For pupils with special education needs deprivation is often part of the broader context for many families. Therefore the pupil premium is used to help families to overcome the dual barriers of special education needs and social-economical disadvantage</p> <p>Our approach at West Thornton draws on the EEF Teaching and Learning Toolkit, but also more specifically, the '5 a day for SEND pupils' recommendation from the EEF and the SEND Code of Practice.</p>	<p>4</p>
<p><u>Closing the language gap</u></p> <ul style="list-style-type: none"> - Language rich environments throughout the school. - Specific training on language acquisition and development through the Early Years Networking Hub. - CPD for all staff on introducing new language, modelling its use and supporting children to expand their vocabulary - Recommendations from work with other agencies (SALT) implemented in class. - The curriculum is constantly evaluated and developed to ensure that language in all subjects is progressive and age appropriate. - Teacher appointed to promote the Inspire Oracy Framework and implement recommendations from networking hubs and other action research groups. 	<p>The modelling of language, purposefully choosing language and using this in interactions is required to improve a child's language and access to all learning.</p> <p>Exploring language DfE, (Nov 2024)</p> <p>Much research, including from The National Autistic Society, esteems the importance of focusing on language acquisition for individuals, small groups and whole classes.</p>	<p>5, 2, 4</p>

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

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge(s) addressed
<p><u>Speech and language interventions</u></p> <ul style="list-style-type: none"> - Speech and language assessments and interventions carried out for PP children falling behind, or new joiners. - School based interventions, including a focus on learning and attention in EYFS, and external SALT services commissioned where appropriate. 	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk) (+ 6 months)</p>	<p>5, 2, 4</p>
<p><u>Reading interventions</u> Approaches include, but are not limited to:</p> <ul style="list-style-type: none"> - Rapid catch up programmes (from Little Wandle) that support children not yet achieving age related expectations to work in small focused groups to close attainment gaps. - A SEND pathway for PP children who are not able to access whole class teaching nor other interventions - 0.5 days reading / phonic support per week, where needed, from reading leads - TA led interventions from, (1 per year group) which apply Wandle Hub training (e.g. pictureless books, comprehension, fluency focus). - Regular Year 6 booster sessions from Autumn term. - Precision teaching interventions 	<p>Reading allows children to access learning and achieve across the curriculum. "On average, reading comprehension approaches deliver an additional six months' progress." Impact + 6 months Literacy Key Stage 2</p> <p>The impact of recision teaching has been impactful in the school recently and is backed by various research articles, eg. doctoral research at the Institute of Education, UCL and analysis of TA intervention undertaken by the EEF</p> <p>Instructional Coaching is our main approach to</p>	<p>1, 4</p>
<p><u>Focused support for PP children targeted for ARE in KS2</u></p>	<p>Catch-up programmes, especially when aligned with</p>	<p>1, 6</p>

<p>Ambitious targets set: Combined RWM – PP 77, non PP 68% at the end of 2024-25.</p> <ul style="list-style-type: none"> - Implement specific catch-up programmes for Pupil Premium pupils working behind age-related expectations, using structured resources and trained teaching assistants, including <ul style="list-style-type: none"> <u>Century AI</u>: to provide personalised pathways for children to improve grammar and spellin, maths and reading <u>PIXL</u> to support with the analysis of question types in Reading, leading to personalised therapies and interventions for children - Mentors to support Pupil Premium children in YRrs 5 and 6: study skills, targeted conferencing in writing, reading boosters etc. - Regular Improving standards meetings in Year 6. 	<p>classroom learning, are particularly beneficial in ensuring progress for those who have fallen behind (EEF Guide to the Pupil Premium, 2024).</p> <p>Mentoring is proven to form strong relationships; build children's self esteem; give timely and personalised feedback; as well as time for reflection.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £135,866

Activity	Evidence that supports this approach	Challenges addressed
<p><u>Targeted Induction and parental engagement</u></p> <ul style="list-style-type: none"> - Leaders and members of the pastoral team meet all in-year admissions and their families to understand if and where challenges exist. - PP families are quickly directed to the support available within school; e.g. parental engagement sessions. the school's community cupboard etc. 	<p>The EEF guide to Parental Engagement outlines the many positive impacts this has on pupils progress, naively a positive impact on average of + 4 months additional progress.</p> <p>It also highlights the need to consider how to engage with all parents to avoid widening attainment gaps and states the particular importance of working with families of children when</p>	<p>2, 3,</p>

<ul style="list-style-type: none"> - Families are directed to other agencies and services in the community that offer support; (including families who are NRPF) around housing; community projects, health concerns etc. - At West Thornton, all children are provided with a free breakfast should they require this. 	<p>they are young or first join a school.</p>	
<p><u>ESLA training to support children where PP children whose primary SEND need is SEMH</u></p> <ul style="list-style-type: none"> - Elsa trained learning staff member to build on Zones of Regulation work with PP children: focus on identified friendship, conflict, emotional regulation and self esteem 	<p>Historical evidence within school shows that PP children with social and emotional needs that work closely with the learning mentors are able to engage more with their learning and have an increased positive attitude towards themselves and their learning.</p>	2,4
<p><u>Wrap around care and Enrichment</u></p> <ul style="list-style-type: none"> - Wrap around care including nurture breakfasts, breakfasts and after school clubs - Homework clubs: children who may not have access to appropriate resources at home are prioritised for these. - PP funding is spent on enrichment activities to engage target PP boys in Writing: e.g. Newspaper club, visiting authors, etc. - We offer clubs for free for pupil premium children 	<p>Improved attendance and punctuality rates for identified children over recent years; supports parents and builds relationships with school.</p> <p>High take up of enrichment activities from disadvantaged families.</p>	1, 2, 4, 5, 6
<p><u>Support for PP children and families who are persistent or regular absentees.</u> Approaches including, but not limited to:</p> <ul style="list-style-type: none"> - Working closely with the Attendance Hub at Forest Primary School, part of the Inspire Partnership. - Weekly attendance reports shared with key staff to ensure a multipronged approach to raising attendance. 	<p>Historical evidence within the school shows that PP children targeted by imaginative and positive initiatives have increased their attendance.</p> <p>A rise in attendance enables pupils to thrive, build confidence and resilience.</p> <p>Embedding principles of good practice set out in the DfE's</p>	6, 4

<ul style="list-style-type: none"> - Clear and transparent policies. Good communication around the importance of regular attendance on attainment and development. Attendance updates for all children, and attendance rewards and recognitions - Regular attendance and pastoral meetings focus on strategies to support individual children in coming into school, using breakfast clubs etc, to promote positive routines - Educational Welfare Officer works with leaders to apply informal and formal challenge and support, using robust escalation procedures where needed. - Positive re-integration of absentees, including adjusting plans for success and filling gaps from learning missed. 	<p>Improving School Attendance guidance, <u>including</u> conveying clear messages about how absence affects attainment to parents and children.</p> <p>The research and resources available at the Forest Academy Attendance Hub, also supports these activities and approaches.</p> <p>The school has reduced the number of families with children who are persistently absent through collaboration and regular communication.</p>	
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Total budgeted cost: £466, 866

Externally provided programmes:

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle Letters and Sounds revised	Wandle Learning Trust
Times Table Rock Stars	Maths Circle Ltd.
Century AI	Century AI
Educational Psychologists	EdPsychs https://www.edpsychs.com/

Service pupil premium funding (optional):

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
n/a	

Review of Previous statement for the Year 2023-24

Quality of Teaching for All

In Reception, 72% of disadvantaged pupils achieved a Good Level of Development (GLD), just 1% below their peers and above the national average of 68%. This shows strong early development and school readiness among disadvantaged children.

Year 1 outcomes highlight that while gaps remain, 72% of disadvantaged pupils achieved the Expected Standard (EXS) in all subjects. Phonics progress is particularly positive, with the gap narrowing to just 4% in Year 2, demonstrating the effectiveness of targeted support.

In Year 2, disadvantaged pupils outperformed their peers at Greater Depth (GDS) in reading by 4%, showing the success of reading interventions. Similarly, in Year 4, disadvantaged children outperformed their peers at EXS in reading by 1%.

Targeted Support

Targeted interventions and support across year groups have yielded some positive outcomes, particularly in phonics and reading. Disadvantaged pupils in Year 2 outperformed their peers in reading at Greater Depth by 4%, showing the success of reading interventions.

Phonics interventions, while still showing a gap in Year 1, have narrowed significantly in Year 2, where disadvantaged pupils are only 4% behind their peers. This highlights the importance of continuing focused phonics support in Key Stage 1 to maintain progress in this critical area.

Despite some gaps in other areas, these successes demonstrate the value of targeted support and the potential for further progress when interventions are sustained and tailored to pupil needs.

Wider Strategies

Extracurricular engagement has been a standout success, with 201 of the 307 pupils (65%) attending clubs being from disadvantaged backgrounds. This high level of participation showcases the school's commitment to offering a wide range of opportunities beyond the classroom.

Attendance improvements continue, and behaviour incidents have reduced significantly, reflecting the positive influence of the pastoral team. Support initiatives such as the Community Cupboard and engagement with new families have further strengthened relationships and ensured that disadvantaged families feel well-supported.

Conclusion

This year's results demonstrate progress in key areas, particularly in phonics, reading, and extracurricular engagement. While gaps in some areas persist, the positive trends in early literacy, attendance, and pupil engagement are encouraging, reflecting the strong impact of the Pupil Premium strategy.