

Pupil premium strategy statement 2026-2027

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Thorn Grove Primary
Number of pupils in school – Oct 2025 census	204
Proportion (%) of pupil premium eligible pupils	16.7%
Academic year that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Headteacher - <i>L Vose</i>
Pupil premium lead	Headteacher - <i>L Vose</i>
Governor lead	Tim Buckley

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year (E6 £51,150, PLAC £2,690)	£53,840
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	£53,840

Part A: Pupil premium strategy plan

Statement of intent

Principles

- Every child with his/her individual needs and gifts is unique and special.
- All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.
- As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

Background

The Pupil Premium is a Government initiative that targets extra money at pupils from deprived backgrounds, who research shows underachieve compared to their non-deprived peers. The Premium is provided in order to support these pupils in reaching their potential. Our school website has a full update on how the Pupil Premium funding is used at our school.

Provision

In order to meet the above requirements, the Governing Body at Thorn Grove Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priorities will be focussed on 'narrowing the attainment gap' for those pupils not on track to achieve Age Related Expectations (ARE) at the end of Year 2 and Year 6. As part of the additional provision made for pupils who belong to vulnerable groups, the Governing Body will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress monitoring meetings where the outcomes of these meetings will be made known to them. In making provision for socially disadvantaged pupils, the Governing Body recognise that not all pupils who receive free school meals will be socially disadvantaged. The Governing Body also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governing Body also reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Reporting

It will be the responsibility of the Headteacher to produce an annual report for the Governing Body showing the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.

The Governing Body will consider the information provided in the light of the data relating to the progress of the school's socially disadvantaged pupils in conjunction with the school's published data.

Evaluation and impact

The evaluation of this policy is based on how quickly the school can 'narrow the attainment gap' between socially disadvantaged pupils and their peers. The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children
- The vast majority of socially disadvantaged children will meet their individual targets.
- Effective parental/pupil/school support.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole-school approach.

Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.

Challenges

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

Challenge number	Detail of challenge
1	Poor oral language and communication skills in English
2	Poor basic skills in reading, maths and writing
3	Social, emotional and mental health needs
4	English as an additional language

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
We have improved children's oral language and communication skills.	- Children are able to express themselves clearly and confidently. - Parents are able to support children at home with talk friendly approaches and environments - Parents are using our Wellcom lending library to support their children at home - Children's speech and language development is targeted in small groups using the WELLCOM intervention until they are in line with their developmental norms.
Children are using a wide range of vocabulary appropriately.	- Children are using vocabulary appropriate to their age or above orally and in their writing. - The school has an agreed progressive approach to the teaching of vocabulary. - Vocabulary used makes sense in the context selected. - Vocabulary selected shows the children are attempting to be more adventurous. - Parents know how to improve spoken language and understanding of key vocabulary taught at school
Children are making excellent progress in writing	- Children are able to hold their pencil/pen correctly and have appropriate posture when writing - Children write in a fluent and legible style - Teachers plan DEAL activities to provide opportunities for Oracy and the specific teaching of this. - Children use their phonic knowledge to self phonetically plausible words - Children have a set of strategies to enable them to be confident spellers - Children are motivated to write with purposeful contexts - Children are given timely and accurate feedback to enable them to make immediate progress. - Children are making progress and this is evidenced through the school assessment system.

Children have strong relationships with trusted adults in school which enables them to gain a greater understanding of their own emotions and strategies to support them.	- All children benefit from a Restorative approach to managing behaviour - Zones of regulation is used consistently across school and children can name and understand a variety of emotions - Children have an emotional toolkit of strategies to support their 'big emotions' and are supported by trusted adults to use these and learn from times when they do not - Children learn and understand the impact of exercise, positive self-talk, digital wellbeing, being outdoors and kindness on their own wellbeing - Targeted children have access to Emotional Literacy Support (ELSA) bespoke interventions to remove specific barriers to learning - Sensory circuits are being used for specific children to help regulate their emotions throughout the day. - Specific children have access to our Behaviour Mentor for specific interventions to remove barriers to learning. - Pupil Voice surveys show children have a strong sense of self, feel safe in school and have a strong sense of belonging.
Children are making excellent progress with reading.	- Younger children know their sounds and can blend and segment independently. - Fast Track Tutoring is being used to ensure rapid and sustained progress. - Our Phonics screening results are higher than national. - Older children read with fluency and are able to comprehend a wide variety of texts. - Children have strategies to decode unfamiliar words. - Teachers are using robust question level analysis to identify gaps in learning and can explain the steps they have therefore taken. - Parents know how to read with their child at home and have appropriate resources in which to do this. - Our Reading for Pleasure initiatives ensure children are reading more widely and with an increased understanding of authors styles
Children are making excellent progress with mathematics.	- Children are fluent and efficient mathematicians - Fundamental basic skills are known and rehearsed by children daily - Children can apply known facts to different areas of maths with success. - MTC average scores are higher than national and TTRS Heat Mapping shows children are making sustained progress. - Specific CPD has ensured our VIP learners benefit from a pre teach with their class teacher. - Teachers are using robust question level analysis to identify gaps in learning and can explain the steps they have therefore taken.
Children who have English as an additional language are making excellent progress	- Children who have English as an additional language feel a sense of belonging to our school - Children feel their identity is represented in and around our school - Children have been assessed using the NASSEEA framework and are making progress through targeted support - Children have access to a wide range of resources to support their development of English - Teachers feel knowledgeable and empowered as to what strategies, resources and technology can support children with EAL

School provides support and access to training, resources workshops to provide the highest level of care for our children and their families.	- A comprehensive PSHE curriculum provides opportunities for learning and understanding about how to keep yourself safe. - Digital Leaders provide workshops for children to understand potential risks and safe strategies - Our behaviour Mentor provides workshops for parents to help support their child at home. - Our DSL works with our most vulnerable families to identify barriers and work to find solutions utilising the TAS process to support this. - Attendance of disadvantaged children is in line with non-disadvantaged children .
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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

Budgeted cost: **£9,957**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc training package to ensure staff know the fundamentals the highest quality phonics teaching £810	Phonics approaches have been consistently found to be effective in supporting readers to master the basics of reading, with an average impact of additional four months' progress.	1,2,3,4
One visit from RWI consultant to improve teacher practice and pupil outcomes £600 Phonics lead release time: £200	Research and evidence suggests that investing in high quality CPD for teacher's professional learning is one of the most effective things that schools can do.	1,2,3,4
Regular coaching and training sessions for RWI led by our Reading Leader. £500 time	Research and evidence suggests that investing in high quality CPD for teacher's professional learning is one of the most effective things that schools can do.	1,2,3,4
Phonics Lead to administer all RWI assessments, using the RWI portal, to ensure fidelity ensure accurate gaps are identified and appropriate next steps planned. £1000 time	The EEF states that systematic phonics is one of the most effective approaches for early reading, particularly for disadvantaged pupils. Consistent, high-quality assessment is essential to ensure children are placed at the correct level and that gaps in decoding, blending, and sound recognition are quickly identified. Having the Phonics Lead administer all RWI assessments using the portal ensures fidelity to the programme and enables accurate next steps to be planned.	1,2,3,4
Maths Lead to continue working with the NCETM Journey to Mastery Training £600 time	Research and evidence suggests that investing in high quality CPD for teacher's professional learning is one of the most effective things that schools can do.	1,2,3,4
Teaching assistants to attend Maths staff meetings to explore our maths vision, mathematical language, use of manipulatives and the mastery approach. £700 overtime	Research and evidence suggests that investing in high quality CPD for teacher's professional learning is one of the most effective things that schools can do.	1,2,3,4
Mastery in Number implemented for Reception -Y6 to support rapid recall and fluency of number facts. Staff to attend training.	EEF: There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months progress.	1,2,3

Teacher Trios to be developed to observe and evaluate each other's practice.	Research and evidence suggests that investing in high quality CPD for teacher's professional learning is one of the most effective things that schools can do.	
Training support for teaching of writing, including vocabulary, sentence construction, oracy and feedback for support staff. £400 time	Research and evidence suggests that investing in high quality CPD for teacher's professional learning is one of the most effective things that schools can do.	1,2,3,4
English subject leader to carry out 'writing surgeries' every half term to support each class teacher with the planning and lesson design of the next unit to ensure a consistency in teaching approaches, specific modelling and teaching of vocabulary and sentence structures and high quality oracy teaching and opportunities. £600 time	English subject leader to carry out 'writing surgeries' every half term to support each class teacher with the planning and lesson design of the next unit to ensure a consistency in teaching approaches, specific modelling and teaching of vocabulary and sentence structures and high quality oracy teaching and opportunities.	1,2,3,4
Reading Fluency Matrix to be created to assess the fluency of readers and ensure targeted support where necessary. £715 advice & time	There is strong evidence that developing reading fluency has a significant impact on reading comprehension, particularly for disadvantaged pupils. The Education Endowment Foundation (EEF) highlights that targeted reading fluency instruction—such as modelling, repeated reading and prosody practice—can accelerate progress in decoding and understanding for struggling readers. Creating a Reading Fluency Matrix allows staff to diagnose specific fluency needs and match pupils to effective interventions.	1,2,3,4
Assessment system - Smart Grade purchased to support staff carry out a detailed Question Level Analysis to identify common errors, misconceptions and gaps in knowledge. £1,012	The Education Endowment Foundation (EEF) highlights that high-quality diagnostic assessment is essential for identifying misconceptions and targeting teaching effectively. Tools that provide Question Level Analysis enable teachers to pinpoint specific gaps in knowledge and adapt instruction accordingly. Smart Grade supports this process by offering detailed insight into patterns of error, ensuring disadvantaged pupils receive precise and timely intervention.	1,2,3,4
New colleagues to Year 1 to be trained in Narrative Immersion and Oracy strategies £1,000 training & time	Research and evidence suggests that investing in high quality CPD for teacher's professional learning is one of the most effective things that schools can do.	1,2,3,4
Internal monitoring (subject studies) to be developed to include greater dialogue around the adaptations and lesson design aimed at our disadvantaged, EAL and SEND children. £1000	The EEF highlights that high-quality teaching has the greatest impact on disadvantaged pupils, and that effective classroom adaptations are key to improving outcomes for pupils with SEND and EAL. Strengthening internal monitoring through subject studies enables leaders to evaluate how well teaching is being adapted to meet diverse needs, ensuring that strategies proven to close gaps are consistently implemented.	1,2,3,4

Compass, our new Management Information System, to create a class one page profile, so all colleagues know the individual needs of the children they teach. £100 set up	The EEF emphasises that effective adaptive teaching relies on teachers having clear, accessible information about pupils' strengths, needs and barriers to learning. Creating one-page profiles within Compass ensures that staff have immediate access to essential information about disadvantaged, SEND and EAL pupils, enabling more responsive planning and targeted in-lesson support.	1,2,3,4
Assistive technology and Widgets (dual coding) used to support EAL learners in class. £220 widgit subscription	The EEF identifies that combining verbal explanations with visual representations (dual coding) enhances understanding and retention, particularly for pupils who are developing English language proficiency. Assistive technology and Widgit visuals provide clear, accessible scaffolds that reduce cognitive load and support comprehension of new vocabulary and concepts. This enables EAL learners—especially those who are disadvantaged—to access learning more independently.	1,2,3,4

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

Budgeted cost: **£16,436**

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Wellcom Programme will be delivered in Nursery, Reception and Year 1. It is designed to improve listening, narrative and vocabulary skills. £3,500 time	The EEF reports that evidence suggests that Early Years interventions have a positive impact, delivering on average five additional months progress. Also, oral language interventions such as this help children to make five additional months progress over the course of a year.	1,2,3,4
RWI 1:1 tutoring will be provided for targeted pupils falling behind with their reading. £4,500 time	EEF: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	1,2,3,4
Reading interventions such as Fresh Start and Inference programme will be delivered to those pupils in danger of falling behind with their reading. £2,000 time	EEF: On average reading comprehension approaches deliver an additional six months progress.	1,2,3,4

Daily pre and post teach sessions in Maths/ English delivered by the class teacher with a focus on the most vulnerable learners. £1,500 time	The EEF emphasises that high-quality, targeted support delivered by class teachers is one of the most effective ways to close learning gaps for disadvantaged pupils. Pre-teach sessions help pupils access new learning by frontloading essential vocabulary, concepts, and strategies. Post-teach sessions provide immediate feedback and address misconceptions before they become embedded. This approach is strongly aligned with the EEF's guidance on responsive teaching and targeted academic support.	1,2,3,4
Speech Leap to target children with specific language and communication needs £4,516 SLA (50%)	The EEF reports that evidence suggests that Early Years interventions have a positive impact, delivering on average five additional months progress. Also, oral language interventions such as this help children to make five additional months progress over the course of a year.	1,2,3,4
Specific assessment of EAL children using the NASSEA Framework and next steps identified for bespoke work.	The EEF emphasises that effective diagnostic assessment is essential for identifying pupils' language needs and planning targeted support. The NASSEA Framework provides a structured, reliable assessment tool for tracking English language acquisition across speaking, listening, reading and writing. Using it enables teachers to identify precise next steps and plan bespoke interventions that directly support disadvantaged EAL pupils.	1,2,3,4
Dual Language books loaned to support EAL learners. £300 charge (10%)	The EEF highlights that supporting pupils' first language can accelerate acquisition of English, improve comprehension, and strengthen overall literacy. Dual language books enable EAL learners to access texts in a familiar language while building confidence in English. This approach supports vocabulary development, comprehension, and engagement with reading—key drivers of progress for disadvantaged EAL pupils.	1,2,3,4
Our EAL Lead to work with the Ethnic Diversity Service to carry out language assessments and identify next steps. £120 interpreters for assessment	Our EAL Lead to work with the Ethnic Diversity Service to carry out language assessments and identify next steps.	1,2,3,4

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

Budgeted cost: **£28,737**

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS to develop Stay and Play sessions to model practice for early talk, early reading, early play. £220 time	Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.	1,2,3,4
Robust attendance systems involving all staff are in place. Contact is made early to identify barriers to attendance and these are addressed using multiple agencies and support channels.	DfE guidance highlights that early, proactive contact with families and swift identification of barriers are key drivers in improving attendance, particularly for disadvantaged pupils. Robust systems involving all staff help ensure concerns are spotted early and support is put in place quickly. Working with multiple agencies strengthens the ability to address complex or persistent barriers to attendance.	1,2,3,4
Pupils have a breadth of experiences that enable them to contextualize their learning. £1500	Enrichment opportunities support all children's learning in school. And no child should be disadvantaged at not being able to attend school trips, residential. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	1,2,3,4
The curriculum is enhanced by the provision of after school clubs. £100	Being involved in sporting activities may increase attendance, motivation and self-belief.	1,2,3,4
Breakfast provision so pupils are ready to learn. FOC places available for struggling parents. £100	It is well understood that when students are experiencing hunger, their ability to learn suffers	1,2,3,4
Staff time & supervision costs to continue emotional literacy support (ELSA) for our school community £3184 time & SLA	On average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months additional progress on attainment.	1,2,3,4,
Behaviour Mentor to complete targeted work with specific children to support their SEMH needs. This will include regular assessments through GROW targets and bespoke interventions £23,633 (80%)	Adverse Childhood Experiences Study; Adverse childhood experiences; toxic stress; trauma-informed approach; trauma-informed care.	1,2,3,4
Behaviour Mentor to observe practice across school and provide coaching to CT and LSA's as to how best to support children with SEMH needs and suggest adaptations to the curriculum. Included above	Adverse Childhood Experiences Study; Adverse childhood experiences; toxic stress; trauma-informed approach; trauma-informed care.	1,2,3,4

Language Ambassador role to be created at school from our EAL community. The group will meet with our EAL lead to create language challenges for school and home and to raise the profile of the languages spoken in and around our school.	EEF research highlights that developing a sense of belonging and identity in school is strongly associated with improved engagement, wellbeing, and academic outcomes—especially for disadvantaged pupils. Establishing a Language Ambassador role promotes peer support, celebrates linguistic diversity, and helps EAL learners feel valued and represented within the school community, which supports higher levels of participation and motivation.	1,4
EAL Lead to work with Ethnic Diversity Service to create an audit of our practices, teaching strategies and systems to ensure we are meeting the culturally diverse needs of our community. EDS Award.	The EEF highlights that creating a positive, inclusive school culture and ensuring teaching is responsive to pupils' backgrounds have significant benefits for disadvantaged and EAL pupils. Conducting an audit with the Ethnic Diversity Service provides expert external evaluation of current practice, helping the school identify strengths and gaps and ensuring that classroom strategies, curriculum content, and systems reflect and support the cultural diversity of the community.	1,4

Total budgeted cost: £ 54,630