



Pupil premium strategy statement – Thornhill Lees CE (VC) I & N School 2025

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):219
Proportion (%) of pupil premium eligible pupils	21.46%
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	8.12.2025
Date on which it will be reviewed	November 2026
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	£63,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£63,640

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. All staff are trained in Communicate in Print, Makaton (all level 1 and most at level 2) and emotional well being.

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	Since Covid we have found that children enter school with even lower levels of oracy so Nursery and school focus on developing these skills to the point that the gap between disadvantaged pupils and others is narrowed. ** where no complex SEND.
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 2025/2026 ** 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 2025/26. 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.	<p>EYFS maths outcomes in 2025/2026 show that 60% of disadvantaged pupils meet the expected standard.</p> <p>KS1 maths outcomes in 2025/2026 show that more than 60%</p> <p>60% of disadvantaged pupils meet the expected standard.</p> <p>** where no complex SEND</p>
Improved reading attainment among disadvantaged pupils.	<p>KS1 reading outcomes in 2025/2026 show that 70% of disadvantaged pupils meet the expected standard.</p> <p>** where no complex SEND</p>

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.	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
Staff to be trained in the use of Makaton level 2 (Nov 2025), and new staff trained at level 1 and each year progressing through the levels, and also in Communicate in Print developing these to support means of communication throughout school.	<p>Enabling means of communication to develop enables children to gain confidence, feel included and progress in their learning moving forward.</p> <p>Special Educational Needs in Mainstream Schools EEF</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	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: £ 29,080

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	It is proven that activities that support parental engagement in their children's learning activities have a good impact on raising children's achievement. Parental engagement EEF (educationendowmentfoundation.org.uk)	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.	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.	1/3/5
Provide subsidised places at Breakfast club, staffed by 2 experienced staff members	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.	

Total budgeted cost: £ 63,640

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Early Years

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%.

In 2025, there were 82 students in the cohort and 55.6% achieved the GLD. Which is again higher than the previous year. In Prime areas 60.5% achieved the expected standard and in the specific areas 33.3%. PP children achieving GLD: 9 out of 17 (53%), of which 5 are girls and 4 are boys.

The class sizes over the last 3 years have been greater than previously. The children entered Reception with low levels in PSED and Communication, as well as staff trying to implement the new Little Wandle Phonics scheme.

Practitioners identify and support children effectively which can be evidenced through the intervention groups and pupil progress. Assessment is an integral part of teaching and learning in school. In Early Years, '2 Simple' is used to record observations and link these with individual pupils. Class teachers/ Key workers can then use the analysis tool to monitor pupil progress and plan appropriate next steps and provision. Parents also contribute to these records during parents evening and have a log in so they can read the observations as they wish to.

The quality of provision over the last 3 years have continued to rise with good self-evaluation and careful action planning to move practice and learning on. Staff have also developed work around Launchpad for Literacy, which they have found very powerful.

Phonics

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 2025, 71.3% passed the Year 1 phonics test. The LA percentage was 79.9%.

In 2025 in Year 2, 62.5% passed the test. Of the pupil premium children 86.5% passed the test.

Key Stage 1

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.

In 2025 the outcomes at KS1:

This is a cohort of 78 children across 3 Year 2 classes, of which 17 children (21.8%) have SEN and 16 children 21.8% are disadvantaged.

Reading – 61.6% of the children are at Expected and 15.4% at Greater Depth

Writing – 55.1% of the children are at Expected and 3.8% at Greater Depth

Maths – 60.2% of the children are at Expected and 12.8% at Greater Depth.

Of the Pupil Premium pupils.

Reading -50% are expected and 12.5% are at Greater Depth

Writing – 75% are at Expected

Maths – 56.3% are Expected and 18.8% 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:</i> How our service pupil premium allocation was spent last academic year
None – N/A
The impact of that spending on service pupil premium eligible pupils
None – N/A

Further information (optional)

None
