Pupil premium strategy statement – Thorntree Academy

This statement details our school's use of pupil premium (and recovery 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	246
Proportion (%) of pupil premium eligible pupils	65.45%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	LGB
Pupil premium lead	Paul Watson
Governor / Trustee lead	Clare Heaney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 253,851

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. As a school, we acknowledge that the starting points that many of our children have on entry is at a disadvantage to others nationally, yet strive to remove these barriers to ensure the children of Thorntree academy perform in line or beyond the national standards. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The challenges that we must consider due to them being faced by a significant number of our pupils includes low-socioeconomic status and low attaining starting points on entry. The reduction of wider services that previously had a positive impact of the start to life many children had is now a factor that schools such as Thorntree academy has to address. In addition to this, our vulnerable pupils, such as those who have a social worker and young carers face even more adversity in making good or better progress within the education system. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support such as reading, writing and mathematics. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Deploying evidence-based approaches to teaching and learning to ensure high quality delivery of the core curriculum is key to our school's success. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Learning will be informed by evidence, such as the EEF, to ensure that all funds are allocated to maximise impact for attainment. Introducing Early Numeracy and Communication and Language approaches in EYFS and One to One tuition online for KS1 children and KS2 children are examples of how Thorntree Academy engages with professional development to ensure the best outcomes for all learners.

Integrating technology to impact on the ability to support learners in whole class setting and with targeted academic support is combined with emotional scaffolding for those with additional needs to ensure that the academic experience is personal to each child. This targets pupils to raise aspirations to aid them to develop as learners for future success, both academically and with regards to social and emotional factors. A holistic approach is applied to address the emotional and social needs of the children, when

relevant, to ensure that this is no longer a barrier to academic, personal and future success.

Our teaching approach will be adaptive to the pupils academic requirements due to deploying a robust diagnostic assessment system that does not make assumptions about the impact of disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	*Low entry point attainment, including speech and language deficit, especially in early language acquisition.*
2	*Attendance and punctuality requires addressing to reach the national target of 96% with a focus on closing the attendance gap*
3	*Lack of parental engagement or skills to support children's education.*
4	*Social and emotional issues affecting learning behaviours.*
5	*Lack of technological resources, within school and in the wider community.*
6	*Lack of experiences to develop cultural capital.*

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
Accelerated progress in reading	Achieving in line with national average scores for KS2 Reading.
Accelerated progress in writing	Achieving in line with national average scores for KS2 Writing.
Accelerated progress in maths	Achieving in line with national average scores for KS2 Maths. Achieving a high percentage of pupils attainment maximum score of the MTC.
Improved EYFS GLD	Achieving in line with national average scores for GLD, including an increase in

	those children achieving communication and language.
Phonics	Achieving in line with national average scores for Phonics Screening Check. The gap between pupil premium and non-pupil premium pupils is diminished.
Improved Attendance	Pupil Premium children attendance to be within 1% of attendance of all pupils The attendance gap between PP pupils and non -PP pupils is reduced. PP attendance to be in line with national average. Whole school attendance to be in line with national averages.

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: *£108,389 (teacher salaries) + £83,763 (TA salaries) +* £ *750 (Sounds-Write training subscription) + £499 (Computing curriculum support) –* ***TOTAL £190,936***

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase capacity to implement a systematic synthetic phonics programme (Sounds-Write) scheme across KS1 and KS2 £750	EEF research highlights the successes of a systematic synthetic phonics programme with +5 months impact that has an extensive evidence base. Further evidence for Sounds-Write being effective is provided by the provision being a DfE validated scheme.	1, 3
Defined computing software to ensure the delivery of coding to be taught to a good standard. *£499*	DfE review 'Future of Compute' highlights the need for an advanced computing capability to achieving the objectives of the Digital Strategy, National AI Strategy and the Data Strategy.	5, 6

Highly-skilled teachers and teaching support delivering face to face learning for all pupils, including bespoke interventions. *£192,152*	The EEF state that the best available evidence shows that great teaching is the most important lever schools have to improve pupil attainment. The EEF clearly states that: "Investing in high-quality teaching should rightly be a top priority for Pupil Premium spending" Ensuring that teachers are supported in delivering high-quality teaching is vital for achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Source: EEF's Pupil Premium guide (2023).	1, 3, 4

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

Budgeted cost: *£5,001 (Third Space Learning) + £750 (Chapter One)*– ***TOTAL £5,751***

Activity	Evidence that supports this approach	Challenge number(s) addressed
A digital platform to aid the teaching and assessment of reading on a one to one basis. £750	Reading instruction is a priority for learners of primary age and deploying an adaptive assessment tool enables the needs of the learners to be addressed.	1, 3, 5
Online 1 to 1 tuition to accelerate learning in the core subjects. Focus on high-quality provision by validated providers. *£5,001*	High-quality tuition presents a significant opportunity to make a long-term contribution to closing the socio-economic attainment gap in classrooms across the country. The best evidence tells us that this gap has only widened as a result of the pandemic.	1, 3, 5

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

Budgeted cost: £ *£35,170 (Parental Support & Attendance) + £10,145 (CATS) + £6,000 (Cultural Experiences) + £817 (Thrive) + £11,115 (SD) + £750 (Power of Women) + £495 (Lived XP)* – ***TOTAL £64,492***

Activity		Evidence that supports this approach	Challenge number(s) addressed
Deployment of a PSA to oversee attendance and monitor the needs of the most vulnerable learners and their families. *£35,170*		The DfE acknowledge the impact that a systematic, supportive approach the addressing attendance is required to ensure that pupils attend school regularly to maximise their learning potential.	2, 3, 4
Bespoke social and emotional learning programme for the learners with the most severe needs, including those with social workers or are young carers. *£10,145*		Improving Social and Emotional Learning in Primary Schools (EEF 2019) research indicates that with the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems and communicate in appropriate ways. EEF guidance highlights how interventions can aid pupils to improve decision-making skills, interaction with others and their self-management through targeted support.	3, 4
Fostering an environment and culture that recognises success and aids children in establishing positive mindsets. *£11,610*		Harvard School of Business has extensive research that highlights the need to align success with aspects that are emotionally renewing, and not anxiety provoking. Providing pupils with the tools and reward systems to address this is essential for improved outcomes.	1, 3, 4
Providing culturally enriching experiences to develop children's understanding and knowledge of the world, with a focus on their locality. *£6750*		Education Policy Institute (EPI) (Feb 2022) report highlights that there has been a marked increase in persistent poverty amongst disadvantaged pupils in recent years. Evidence of the efficacy of field trips as learning tools as well as a means of stimulating student engagement has been highlighted, with participants performing	3, 6

		better in a variety of aspects of education (Greene et al., 2013).	

Total budgeted cost: *£ 253,851*

Part B: Review of the previous academic year
Outcomes for disadvantaged pupils

As the strategy was for a 3 year period, the attainment for that period is being presented as part of the review 2024/2025 to 2026/2027. This below data relates to outcomes for 2024/2025 as the first year in that 3 year period.

Ensure the Sounds-Write programme is delivered effectively, by trained staff, to teach reading, spelling and writing simultaneously.

Y1 Phonics outcomes:

			Mark						Outcome				
Estab. No.	Estab. Name	Cohort	No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
2010	Thorntree Academy	25	0.0%	40.0%	0.0%	4.0%	52.0%	4.0%	20.9	0.0%	0.0%	0.0%	44.0%	56.0%

Y2 'Resit' Phonics outcomes:

			Mark						Outcome				
Estab. No.	Estab. Name	Cohort	No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
2010	Thorntree Academy	6	0.0%	50.0%	33.3%	16.7%	0.0%	0.0%	14.8	0.0%	0.0%	0.0%	100.0%	0.0%

Increased number of staff trained in Sounds-Write; our English/Early Reading Lead had a good oversight through school self evaluation. School has invested in resources ensuring all classrooms are well stocked with age appropriate material.

Ensure staff, through the use of evidence-based interventions, successfully close the attainment gap between disadvantaged pupils and all others.

The Great Teaching Toolkit has been used to good effect, with pupils accessing well planned adaptive teaching. Internal data and End of KS2 2024 outcomes indicate that attainment for PP pupils has improved and progress is better than that of all pupils.

KS2 Outcomes for 2024/25 highlights an increase in RWM combined to a current attainment percentage of 74% which is above the national average. This is an increase on the previous year.

Reading		Writing		GPS		Maths		CRWM	
ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS
82	61	82	11	79	37	76	32	74	11

Personalise learning through the use of technology-based resources.

School invested in hardware to support learning, i.e. IWB in all classes and and improved bank of iPads. More pupils were also able to access personalised learning through accessing ThirdSpace Learning programme.

At the start of 2024-2025, 10 Year 6 children were identified as a focus group to access Third Space Learning (DFE approved tuition partner). These children were identified as a result of EOY predictions and prior attainment.

Improve rates of attendance and punctuality and foster links with parents and carers through the employment of a PSA.

School has invested heavily in creating relationships with parents, fostering increased parental involvement. School has introduced Class Dojo to improve communication and break down barriers, we have also introduced a Facebook community. Examples of building relationship with parents and gaining trust, are the walking days during holiday periods, when parents and children are taken to beauty spots around the local area. We can also see greater parental involvement in the number of parents who now access workshops with their children. Attendance continues to be of high priority, and school has registered with Attendance Hub to access best practice.

Provide a tiered approach to SEMH provision, which ensures children receive support relevant to their individual needs.

Improved attainment with regards disadvantaged pupils compared to non-disadvantaged pupils previously mentioned in this review highlights the success of SEMH provision as this allowed pupils to become more efficient at self-regulation and able to display the correct learning behaviours. IQM Flagship status is an example of the impact this approach is having to foster a calm, inclusive learning environment for all.

Ensure children are able to access extra-curricular activities and benefit from experiences to increase their cultural capital.

A continuous focus on providing the children with extra-curricular activities and experiences to enhance their cultural capital was hindered due to non-participation in certain after school events. School has ensured it offers a far reaching offer to engage as many pupils as possible.

School engages with trust wide events, this includes Extol Reads, Extol Sings, Extol Games. The tables below highlight the extra-curricular offer and the number of PP children accessing it. There is no charge for any clubs to ensure that they are inclusive to all.

Autumn Term 2						
CLUBS	**LED BY**	**PAID Y/N**	**YEAR GROUP(S)**	**PLACE AVAILABLE**	**PLACES TAKEN**	**PUPIL PREMIUM**
TT Rockstars	Lincoln French	N	KS2	N/A	22	78.26%
Tag Rugby	Simon Carson	N	Y3	13	13	84.62%

Spring term						
CLUBS	**LED BY**	**PAID Y/N**	**YEAR GROUP(S)**	**PLACE AVAILABLE**	**PLACES TAKEN**	**PUPIL PREMIUM**
Phase 3 Book Club	Ann McMenamin	N	Y4,5, & 6	N/A	9	7
KS2 Musicals	Chris Burton	N	Y3-6	N/A	10	9
Craft Club	Lynn Rowney/Sarah Taylor	N	Y1	N/A	7	6
Drawing Club	Debbie Saaiman	N	Y2	N/A	7	3
TT Rockstars	Lincoln French	N	Y3&4	N/A	18	15
Board Games	J Nottingham	N	Y4&5	N/A	3	1

Summer Two						
CLUBS	**LED BY**	**PAID Y/N**	**YEAR GROUP(S)**	**PLACE AVAILABLE**	**PLACES TAKEN**	**PUPIL PREMIUM**
Cricket/Rounders	VGB, RJ	N	Y4,5, & 6	N/A	20	17
KS1 Keep Fit Club	EMC	N	Y1-2	N/A	22	19
KS1 Painting Club	DS	N	Y1-2	N/A	5	4

Externally provided programmes

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

Programme	Provider
Proclaim Project	Middlesbrough LA
Third Space Programme	Third Space
Chapter One	Chapter One

Service pupil premium funding (optional)

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**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.