



Pupil premium strategy statement Tithe Farm Primary 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	424
Proportion (%) of pupil premium eligible pupils	23.2%
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 Updated November 2025
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rachel Worsfold
Pupil premium lead	Erin Campbell
Governor / Trustee lead	Michelle Soper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£131,005



Part A: Pupil premium strategy plan

Statement of intent

At Tithe Farm Primary School our ultimate objective for our disadvantaged learners is that they hold the same aspirations as our non-disadvantaged pupils; make more progress in order to attain at the same level or higher than their non-disadvantaged peers; and are able to share the same life experiences as their more privileged peers. It is our intention that through high quality learning experiences children will leave Tithe Farm as resilient learners who are ready, respectful and safe in the choices they make. Our school population is quite mobile therefore we need a greater responsiveness to the needs of our children and the challenges which they face. We will use robust diagnostic assessments to inform our practice and ensure that all children are challenged in their learning; have access to early intervention including pre and post teaching; and are supported with their social and emotional needs. We are especially aware of the increasing number of pupils who are affected by multiple disadvantage, particularly those with SEND from socio-economically disadvantaged households for whom an equitable approach means we need to look closely at all aspects of our provision to ensure their needs are being met. The key principle of our strategy is to enable a sustainable model which ensures that all pupils benefit both academically and emotionally. This will be achieved through flexible methods of support, intervention and CPD based on evidence of need both for pupils and staff.

Challenges

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

Challenge number	Detail of challenge
1 Language and Oracy Updated November 2025	Assessment, observations and discussions with pupils indicate underdeveloped language skills and vocabulary gaps among many of our pupils including our disadvantaged pupils. This is evident from Reception through to KS1 and in general is more prevalent among our disadvantaged pupils and their peers. 62% of our Reception children were under age related expectations for speech and language based on Wellcomm assessments at the start of 2024.
2 Low starting points and parental engagement. Updated November 2025	Internal and external data (where available) indicates that our children enter Tithe Farm Primary School and our Nursery with lower starting attainment. Children have mixed and limited experiences of early learning. This is evident from our EYFS data. In 2023, our GLD for all children stood at 63% and Tithe Farm non-disadvantaged children achieved 73%. However, disadvantaged figures stood nationally at 52%, and Tithe Farm stood at 18%. However, we know these children were particularly low on entry.



In 2024, our GLD our outcome for all children was 67% compared to national 69%. However, when looking at the disadvantaged children, 67% of our disadvantaged cohort achieved GLD compared with the 69% non-disadvantaged.

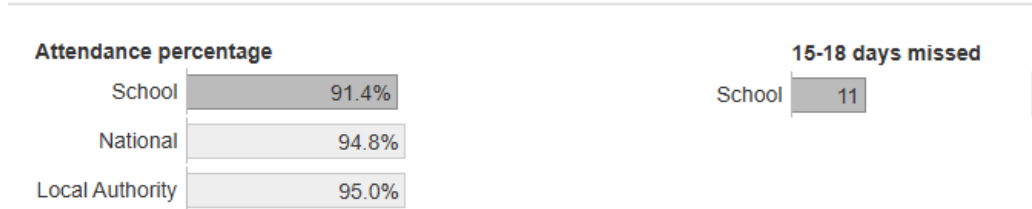
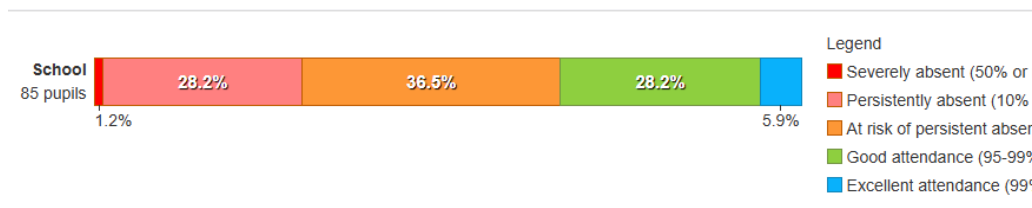
Discussions with parents also indicate that many of them have not had positive experiences of the education system themselves; a high proportion believe that they are unable to support their child’s learning due to their own low academic achievement.

3 – Attendance
Updated November 2025

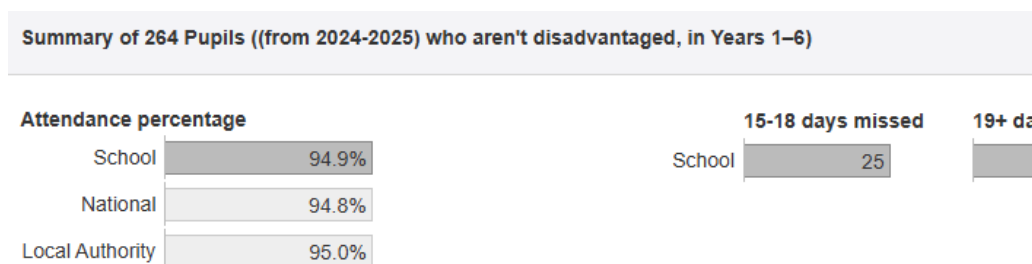
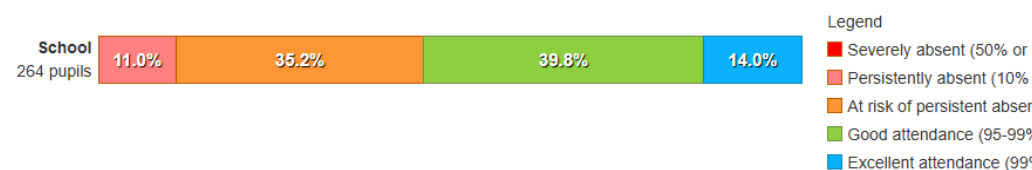
Poor attendance and lateness: Poor attendance and lateness is often due to parents not fully understanding the value of education and their role in their child’s success.

Last year, our data indicates that attendance among disadvantaged pupils has been 3% lower than for non-disadvantaged pupils. 27.8% of disadvantaged pupils have been “persistently absent” compared to 13.8% of their peers during 2024 – 2025. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils progress.

Disadvantaged Attendance 2024 – 2025 – Year 1 – Year 6



Non Disadvantaged Attendance 2024-2025





4
Social and economic deprivation – development of rich experiences.

Updated November 2025

The ongoing work of our pastoral team, assessment and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to economic and social deprivation learning to lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

Our pastoral and wellbeing team continue to support a large proportion of our children alongside external agencies. As a school, we are also aware of those pupils who are not identified as disadvantaged but also require support.

5
Increasing SEND numbers.

Updated November 2025

We have an increasing level of need within our school, with levels in school being high. Additionally, we have many children who need and are being closely monitored closely in school that would be classified and just below the threshold where need is still present but no formal diagnosis.

School cohort 2024 – 2025 (As of November 2025)

	National	School	School (PPG)
SEND Support	14.8%	8.7%	26%
EHCP	3.5%	4.8%	10%

Research identifies that the number of pupils with SEND on free school meals remains disproportionate to the population. As a school we identify that the rasing levels of Special Education Needs across our school continue to be a challenge, particularly for those children who are adversely affected by both SEND and disadvantaged indicators.

6.
Mobility/ In Year Admissions

Updated November 2025

Pupil mobility, is defined as “ a child joining or leaving a school at a point other than the normal age in which children start or finish their education at that school, whether or not this involves a move of home” Dobson & Henthore 1999
<https://www.gov.uk/government/publications/managing-pupil-mobility-to-maximise-learning - Page 6>

Mobility at Tithe Farm Primary school continue to rise. 62.0% of disadvantaged pupils are “homegrown” compared to 79% of non-disadvantaged pupils. This means they have joined our school in or before Reception.

Pupil mobility can be a significant challenge for pupil premium children because school moves often disrupt their learning and emotional security. Research shows that mobile students tend to have lower academic attainment compared to peers who remain in the same school. Beyond academic setbacks, repeated transitions can have emotional and social consequences. These disruptions can also contribute to increased behavioural issues, such as higher rates of absence and exclusions.



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
<p>Maintain phonics outcomes for disadvantaged learners across Key Stage 1.</p>	<ul style="list-style-type: none"> • Children make expected or higher rates of progress at each assessment point. • At least 80% of disadvantaged children pass the phonics screening check in Year 1 to be in line with national. • Children who are new to the school are assessed promptly on entry and supported to pass the phonics screening check by the end of Year 2.
<p>Improved reading attainment among disadvantaged pupils.</p> <p>Additional focus placed on the end of Key Stage 2 data</p>	<ul style="list-style-type: none"> • Disadvantaged reading outcomes are increasing year on year. • Disadvantaged reading outcomes by the end of KS2 are at 75% to be in line with national for non-disadvantaged peers. • Children speak with passion about books. (Pupil Voice) • Reading ages increase at an accelerated rate. • Children choose a wide range of books to read for pleasure. (Pupil Voice) • Reading areas are used during unstructured times. (Pupil Voice)
<p>Improved oral language skills and vocabulary used among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Assessment and observation indicate significantly improved language among disadvantaged pupils. • This is evident in other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment. • At least 90% of Reception children on track for speaking in the early years profile.
<p>Improved writing attainment among disadvantaged pupils.</p> <p>Additional focus placed on the end of Key Stage 2 data</p>	<ul style="list-style-type: none"> • Disadvantaged writing outcomes are increasing year on year. • Disadvantaged writing outcomes by the end of KS2 are at 72% to be in line with national. • Children are able to articulate the teaching sequence for writing. (Pupil Voice) There is a clear teaching sequence for writing evident in books. • Writing quality evidence in books is in line with non-disadvantaged pupils across the school.
<p>Improved maths attainment among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Disadvantaged maths outcomes are increasing year on year. • Disadvantaged maths outcomes by the end of KS2 are at 74% to be in line with national.



	<ul style="list-style-type: none"> • At least 40% of disadvantaged children achieve a score of 20 in the multiplication check in line with National.
<p>Attendance to be in line with non-disadvantaged pupils.</p> <p>Persistent absence to be below national figure.</p>	<ul style="list-style-type: none"> • Sustain good attendance rates for whole school attendance with a focus on those children who are disadvantaged. • Reduce the level of persistent absence of Pupil Premium Children from 27.8%. (2024-2025) • Increase disadvantaged attendance from 91% to 94% to be in line with their non-disadvantaged peers.
<p>To achieve and sustain, improved wellbeing for all pupils in our school particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Data from pupil voice, parent surveys and teacher observations show that parents are more engaged with school life. • Increase parental engagement through learn together events, oracy end point, parents evening, workshops and class assemblies. • 100% of pupil premium parents should have attended at least one school event by the end of the year. • Increase number of children attending extra-curricular clubs and events. • 100% of pupil premium children should have attended at least one club by the end of the year. • Ensure enrichment opportunities are integrated into the curriculum. • Increase number of visitors who share their experience and knowledge with pupils in order to build individual cultural capital.

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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued in house CPD on adaptive teaching.	<p>Adaptive teaching is especially important for disadvantaged children because they often face extra barriers to learning.</p> <p>Tailoring lessons to individual needs, adaptive teaching</p>	2,5,6



	<p>helps fill gaps in prior knowledge, provides targeted support and allows children to learn at their own pace.</p> <p>This approach also boosts confidence and motivation by giving students opportunities to experience success, while promoting social and emotional development in a supportive environment.</p> <p>Ultimately, adaptive teaching helps level the playing field, ensuring that all children, regardless of background, have an equal chance to thrive academically and reach their full potential.</p> <p>Evidence: https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1</p> <p>Evidence: https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support</p>	
<p>CPD sessions Leaders to disseminate training to teachers</p> <p>Voice 21 - Oracy Champions</p>	<p>Developing a strategic approach to teaching both written and oral English is supported by research that indicates that embedding Language and literacy provides children with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.</p> <p>Voice 21 will further support their oral skills, which in turn will support their learning across the curriculum (including English)</p> <p>Evidence – EEF Oral Language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>We know that spoken language skills are one of the strongest predictors of a child’s future life chances and therefore it is vital that all children are given the opportunities to develop these crucial skills, opportunities consistently afforded to an advantaged few.</p> <p>Evidence – Voice 21 Impact Report https://voice21.org/impact-report-2021/</p>	<p>1,2,6</p>
<p>Continued implementation of Essential Writing Scheme across the school.</p> <p>- In house CPD - CPD delivered by CBC/HFL/English</p>	<p>Evidence shows that teaching writing through a clear process, modelling and supported practice will raise children’s attainment.</p> <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1,2,6</p>



Lead	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	
<p>RWInc - Refresher training with all staff. - Training for new staff.</p> <p>Phonics lead to monitor progress of all children with extra focus on disadvantaged pupils.</p>	<p>Developing a strategic approach to oral English is supported by research that indicates that embedding Language and literacy provides children with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Additionally, by ensuring a robust and consistent approach to phonics we will, “give all children a solid base upon which to build as they progress through school” and “help children to develop the habit of reading widely and often, for both pleasure and information”</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. - Phonics Learning 5 Months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2,6
Choral and Echo Reading Development.	<p>We will be developing our use of Choral and Echo reading across the school to further support with reading – “Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum”.</p> <p>As part of developing our whole school approach to ensure children are fluent readers we have taken heed of research from the EEF which outlines “Another component of fluency that links word recognition to comprehension is prosody (or expressive oral – and silent – reading). Think of anyone you would consider a fluent reader: not only do they decode words automatically, but they also read the words in texts with expression and phrasing that reflects and amplifies the meaning of the text. To read with appropriate expression and phrasing requires the reader to access the meaning of the text”</p> <p>The use of Choral and Echo reading will support the development of Prosody, through them being read to out loud by giving them the chance for repeated reading.</p> <p>Evidence: https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</p>	1,2,6



<p>Professional development for staff.</p> <p>Meeting with school improvement advisors, professional visits</p>	<p>The 'Using Pupil Premium: guide for school Leaders (DFE 2023) identifies that "Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development would be an approach to supporting pupil premium pupils across the school (Menu of approaches page 8) .</p> <p>The Education Endowment Foundation also identified that, Tier One High Quality Teaching would include "Professional development on evidence based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning"</p> <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,6</p>
<p>Support with targeted interactions using the SHREC approach in Early Years.</p> <p>Ongoing CPD.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing:</p> <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>We know that spoken language skills are one of the strongest predictors of a child's future life chances and therefore it is vital that all children are given the opportunities to develop these crucial skills, opportunities consistently afforded to an advantaged few.</p> <p>Evidence: https://voice21.org/impact-report-2021/</p>	<p>1,2,4,6</p>
<p>PPG Lead to attend attendance conference to develop ways to improve PPG attendance.</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).cited in 'Rapid evidence assessment on attendance interventions for school aged pupils Protocol for a rapid evidence assessment'</p> <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	<p>2,3,6</p>

<p>Implementation of new Feedback and marking policy.</p> <p>CPD to be delivered throughout the year with a focus on disadvantaged pupils.</p>	<p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support</p>	<p>1,2,5</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assessments are used to ensure that the academic support is appropriately targeted and pitched.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p> <p>Assess don't assume. Identify the needs of your pupils and community. High quality academic and pastoral diagnostic assessment through a range of approaches and sources will allow for a specifically designed coherent long-term recovery plan.</p> <p>When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups.</p> <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/news/eef-blog-unlocking-potential-the-power-of-the-pupil-premium</p>	<p>2,5,6</p>
<p>Priority teaching of phonics in Year 4, Year 5 and Year 6 through</p>	<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>1,2,6</p>



<p>the use of Freshstart.</p> <p>Priority teaching of phonics Reception - Year 3 through the use of RWINC</p> <p>Priority teaching of phonics for those who are not making expected progress through the use of 1:1 tuition</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. - Phonics Learning 5 Months</p> <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Small group tuition to improve writing.</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,6
<p>Librarian to support children to choose appropriate reading books.</p> <p>All adults ensure children are reading daily. All children are read to daily by class teacher.</p>	<p>Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics</p> <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	1,2,6,4
<p>TT Rockstars breakfast club to improve times table recall. Focus on PPG invitation.</p>	<p>Memorisation and repetition of key facts (times tables and number bonds etc.) are important aspects of learning. Evidence from cognitive science research suggests that learning key facts so they can be recalled automatically 'frees up' working memory. It can then focus on more complex problem solving, rather than reaching cognitive overload trying to calculate simple operations. In terms of procedural fluency and conceptual understanding, one should not be prioritised over the other. Learning is most effective when the two are fully integrated.</p>	2,3,4,5,6



	<p>Evidence: NCETM Evidence Based Approach https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p>	
<p>Oracy endpoints to support verbal interactions with families</p>	<p>Developing a strategic approach to teaching both written and oral English is supported by research that indicates that embedding Language and literacy provides children with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.</p> <p>Voice 21 will further support their oral skills, which in turn will support their learning across the curriculum (including English)</p> <p>Evidence – EEF Oral Language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>We know that spoken language skills are one of the strongest predictors of a child’s future life chances and therefore it is vital that all children are given the opportunities to develop these crucial skills, opportunities consistently afforded to an advantaged few.</p> <p>Evidence – Voice 21 Impact Report https://voice21.org/impact-report-2021/</p>	1,2,3
<p>Booster sessions are delivered for targeted disadvantaged pupils. Including Year 6 SATs and flexible boosters based on emerging needs.</p>	<p>The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.</p> <p>Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.</p> <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2,5,6

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

Budgeted cost: £ 66,005

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Staff member to call PPG parents to invite them to events to increase engagement.</p> <ul style="list-style-type: none"> - Parent's evening - Workshops - Oracy Endpoints - Learn together events - Class Assemblies 	<p>Parental engagement has a positive impact on average of 4 months additional progress. Therefore, it is crucial to engage with all parents to avoid widening the attainment gap. Therefore, we have tailored school communications to encourage positive dialogue about learning.</p> <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2,4
<p>Parental workshops to support parents with wider strategies for behaviours and internet safety.</p>	<p>Parental engagement has a positive impact on average of 4 months additional progress. Therefore, it is crucial to engage with all parents to avoid widening the attainment gap. Therefore, we have tailored school communications to encourage positive dialogue about learning.</p> <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2,4
<p>2-Can counselling available to support those children who require support for their mental health and wellbeing.</p> <p>ELSA and protective behaviours work carried out with those children identified as requiring additional support.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. (E.g. improved academic performance, attitudes, behaviour and relationships with peers.)</p> <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2,4
<p>Curriculum enrichment through educational visits and residential visits.</p> <p>Children are exposed to wider opportunities through extracurricular clubs.</p> <ul style="list-style-type: none"> - Free clubs - Community Events 	<p>As part of our curriculum intent we identify the need to provide experiential learning opportunities for our pupils and build the capital culture they need. The curriculum is designed to ensure that trips, visits, learning outside the classroom and working with our community is embedded within it. All trips are funded for PPG/FSM children.</p> <p>We ensure that all our pupils are able to access these opportunities. We provide further enrichment beyond the curriculum is also offered at a reduced cost to those children eligible for FSM/Pupil Premium,</p> <p>Research from the EEF states that education has intrinsic benefits (sometimes referred to as “arts for</p>	2,3,4



	<p>arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</p>	
Bespoke personal development offer available for those children who require additional support.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. (E.g. improved academic performance, attitudes, behaviour and relationships with peers.)</p> <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2,3,4
Young Carers group established as a support network for families.	<p>Having caring responsibilities can be really difficult for some young people. Our research shows that young carers can feel stressed or anxious, miss school, have limited time to spend with their friends, and feel they have to limit their plans for their own futures.</p> <p>Evidence: https://www.childrenssociety.org.uk/what-we-do/our-work/supporting-young-carers/facts-about-young-carers</p>	2,3,4
Providing uniform for those who need it through uniform exchange and financial assistance.	<p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.</p> <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	2
Breakfast available in each classroom.	<p>Breakfast can improve children's readiness to learn, increase concentration and improve well-being and behaviour. Healthy breakfasts can help children get the nutrients they need for growth and development, reduce hunger and support learning, especially for the most vulnerable.</p>	2,3



	<p>Evidence:</p> <p>https://www.nutrition.org.uk/news/the-importance-of-breakfast-for-school-children/</p>	
<p>Improved SEND provision in the school through an inclusive culture where pupils with additional needs are support effectively.</p>	<p>Pupils will SEND have the greatest need for excellent teaching and are entitled to provision that support achievement and enjoyment of school. At the end of primary school, the attainment gap between pupils with identified SEND and their peers has been, on average, more than twice as wide as the gap between pupils eligible for free school meals for several years. At the end of secondary school, the attainment gap between pupils with identified SEND and their peers has been, on average, approximately one and a half times as wide as their peers.</p> <p>Evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	1,2,3
<p>Forest School</p>	<p>As part of our curriculum intent we identify the need to provide experiential learning opportunities for our pupils and build the capital culture they need.</p> <p>We have a Forest School practitioner (Adventures Into) who will come to school to develop this curriculum, linking in with the whole school curriculum. They will also work with small groups of children who need extra support with emotional regulation and could benefit from outdoor learning.</p> <p>Research from the EEF states that education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>Evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</p>	1,2,3,4,5,6
<p>Attendance Officer</p> <p>Improving attendance plan used to identify barriers to attending schools alongside families.</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).cited in ‘Rapid evidence assessment on</p>	2,3



<p>Studybugs software</p> <p>Strategies to improve attendance and punctuality.</p> <ul style="list-style-type: none">- Raffle tickets attendance awards <p>most improved attendance.</p>	<p>attendance interventions for school aged pupils Protocol for a rapid evidence assessment'</p> <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>Outlined in the supporting documents for "Working together to improve school attendances", it outlines that "Selecting the most appropriate member of staff to make calls to parents and carers is important. If calls are of a personal nature, the member of staff should know the child or young person well and ideally have a relationship with the family" (DFE 2024)</p> <p>Evidence: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	
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Total budgeted cost: £ 131,005



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This detailed the impact that our three year pupil premium activity had on pupils, using data from the 2024-2025 academic year. Pupils receiving early years pupil premium have not been included in the following data to enable us to compare and analyse data to the previous years.

Progress and impact against intended outcome 1.

Intended outcome 1	Success criteria	Impact
Maintain phonics outcomes for disadvantaged pupils across Key Stage 1.	<ul style="list-style-type: none"> - Children make expected or high rates of progress at each assessment point. - All disadvantaged learners pass the phonics screening check in Year 1. - Children who are new to the school are identified and support to pass the phonics screening check by the end of year 2. 	<p>69% of disadvantaged pupils in Year 1 passed the phonics screening test. (11/16 Pupils)</p> <p>89% of disadvantaged pupils in Year 2 passed the phonics retake screening test. (8/9 Pupils)</p>

Strategic next steps:

- Refresher training with all staff.
- Training for new staff.
- Phonics lead to monitor progress of all children with extra focus on disadvantaged pupils.
- Ensure that the five pupils who did not pass the phonics screening test in Year 1 are monitored closely to ensure they pass this academic year.

Progress and impact against intended outcome 2

Intended outcome 2	Success criteria	Impact
Improve outcomes in reading across Key Stage 1 and Key Stage 2	<ul style="list-style-type: none"> • Reading Age increases at an accelerated rate. • An increased percentage of children achieve at least age-related expectations. • Children speak with passion about books. • Reading areas are used during unstructured times. 	<p>Across the two years, outcomes for disadvantaged pupils show a varied pattern of improvement and decline across different measures.</p> <p>In KS1 Reading, disadvantaged attainment fell from 42% in 2023–2024 to 33% in 2024–2025, indicating a wid-</p>



	<ul style="list-style-type: none"> Children choose a wide range of books to read for pleasure. 	<p>ening gap with their non-disadvantaged peers.</p> <p>In contrast, disadvantaged pupils made strong progress in the Phonics Screening Check, increasing their pass rate from 58% to 69%, while non-disadvantaged pupils remained stable at 91%. At KS2, disadvantaged pupils showed significant improvement in reading, rising from 41% to 59%, narrowing the gap with non-disadvantaged pupils, whose outcomes dropped slightly.</p> <p>Overall, disadvantaged pupils demonstrated notable gains in phonics and KS2 reading but experienced a decline at KS1, highlighting areas where targeted support may be needed.</p>
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Reading – KS1

	Expected Standard or above 2023 - 2024	Expected Standard or above 2024 - 2025
Non-disadvantaged	68% (62/91)	72% (61/85)
Disadvantaged	42% (10/24)	33% (11/33)

	Passed the Phonics Screening test 2023 - 2024	Passed the phonics screening test 2024 - 2025
Non-disadvantaged	91% (40/44)	91% (39/43)
Disadvantaged	58% (7/12)	69% (11/16)

Reading – KS2



	Expected Standard or above 2023 - 2024	Expected Standard or above 2024 - 2025
Non-disadvantaged	80% (132/165)	78% (140/179)
Disadvantaged	41% (27/65)	59% (31/52)

Strategic next steps:

- Ensure Pupil Premium children are targeted for small group tuition.
- Echo reading intervention with a focus on PPG pupils
- Develop Guided Reading across Key Stage 2.
- Implementation of standardised tests for reading to ensure accuracy of assessment and to support with identifying next steps.

Progress and impact against intended outcome 3

Intended outcome 3	Success criteria	Impact
For all children to speak fluently using a wide range of appropriate vocabulary.	<ul style="list-style-type: none"> • Children's oracy is assessed based on the 'I can' assessment at the start of the year. • At least 60% of the cohort are speaking at or above the appropriate age expectations. 	<p>81% of children were on track for speaking for EYFSP</p> <p>89% of disadvantaged pupils were on track for speaking for EYFSP.</p> <p>This demonstrates significant progress in pupil's language skills and vocabulary.</p>

Strategic next steps:

- Continue to assess children using the Wellcomm programme in EYFS
- Assess all Pupil Premium Children using the Wellcomm programme across the school. Then deliver intervention from this programme.
- Voice 21 champions continue to develop the oracy curriculum throughout the school.
- Build on further ways to increase partnership with parents, including engagement for PPG parents at "Oracy Endpoints"

Intended outcome 4	Success criteria	Impact

<p><i>Improve outcomes in writing.</i></p>	<ul style="list-style-type: none"> • Children are able to articulate the teaching sequence for writing. • There is a clear teaching sequence for writing evident in books. • There is an increase in the number of children who achieve the expected standard or higher in writing. 	<p>The data shows that despite some improvements, disadvantaged pupils continue to perform well below their non-disadvantaged peers in writing across both key stages.</p> <p>In KS1, outcomes for disadvantaged pupils have declined from 33% to 24%, widening the gap as non-disadvantaged attainment has risen significantly.</p> <p>In KS2, disadvantaged pupils have improved from 26% to 40%, but their attainment still remains far behind that of non-disadvantaged pupils, who have also continued to improve.</p> <p>Overall, the writing data highlights a persistent and, in KS1, growing attainment gap for disadvantaged pupils.</p>
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Writing – KS1

	Expected Standard or above 2023 - 2024	Expected Standard or above 2024 - 2025
Non-disadvantaged	53% (48/91)	68% (58/85)
Disadvantaged	33% (8/24)	24% (8/33)

Writing – KS2

	Expected Standard or above 2023 - 2024	Expected Standard or above 2024 - 2025
Non-disadvantaged	63% (104/165)	69% (124/179)
Disadvantaged	26% (18/65)	40% (22/52)

Strategic next steps:

- Ensure Pupil Premium children are targeted for small group tuition.
- Continue monitoring of the new essential writing scheme.
- Rely on pair monitoring to ensure that Pupil Premium Children are at the same or high standard than their pair.
- Continued monitoring of new feedback and marking policy.
- Continued moderation within phases, year groups and school to ensure accurate writing assessment

Intended outcome 5	Success criteria	Impact
Children will have fluency in number	<ul style="list-style-type: none"> • At least 50% of children will have a score of 20 on the multiplication check. • Children choose and apply appropriate methods when solving number problems. • Assessments show an increase in the number of children achieving the expected standard or higher. 	<p>The data shows that while outcomes in maths have generally improved, a significant attainment gap remains between disadvantaged and non-disadvantaged pupils.</p> <p>In KS1, the proportion of disadvantaged pupils achieving the expected standard has fallen from 50% to 45%, widening the gap with their non-disadvantaged peers.</p> <p>In KS2, disadvantaged pupils have shown improvement—from 34% to 48%—but their attainment is still well below that of non-disadvantaged pupils.</p> <p>Overall, despite some positive progress in KS2, disadvantaged pupils continue to achieve markedly lower outcomes than their peers across both key stages.</p>

Maths – KS1

	Expected Standard or above 2023 - 2024	Expected Standard or above 2024 - 2025
Non-disadvantaged	61% (56/91)	67% (57/85)
Disadvantaged	50% (12/24)	45% (15/33)

Maths – KS2

	Expected Standard or above 2023 - 2024	Expected Standard or above 2024 - 2025
Non-disadvantaged	73% (121/65)	76% (136/179)
Disadvantaged	34% (22/65)	48% (25/52)

Year 4 MTC

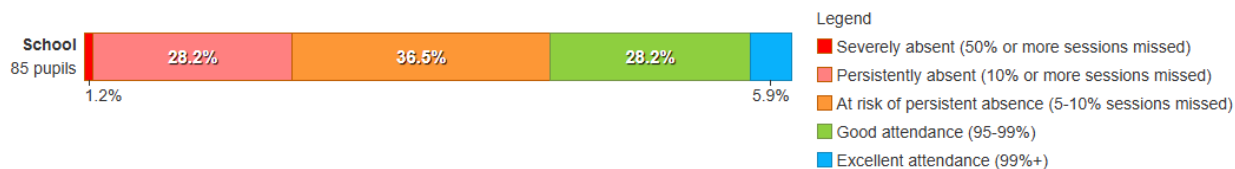
	Pupils who have achieved 25 on multiplication check.	
Non-disadvantaged	22%	
Disadvantaged	0%	

Strategic next steps:

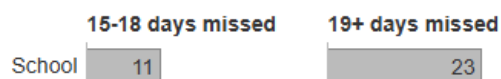
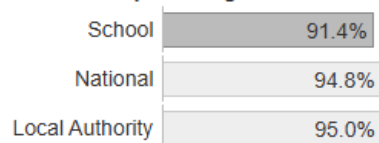
- *Ensure PP pupils are attending the extra MTC morning club.*
- *Small group tuition/booster groups*
- *Maths leads to implement strategies from Maths Improvement advisor.*

Intended outcome 6	Success criteria	Impact
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Absence levels for disadvantaged learners are in line with their non-disadvantaged peers. • Reduced levels of persistent absence in our disadvantaged learners from 32.6% (academic year 2023-24) to be in line with their non-disadvantaged peers (12% academic year 2023-24) 	<p>Last year, our data indicates that attendance among disadvantaged pupils has been 3% lower than for non-disadvantaged pupils.</p> <p>29.4% of disadvantaged pupils have been “persistently absent” (Year 1 – Year 6) compared to 11.0% of their non-disadvantaged peers during 2024 – 2025.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils progress.</p>

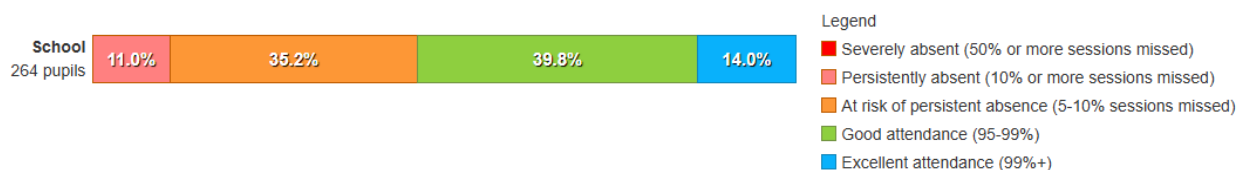
Disadvantaged Attendance 2024 – 2025 – Year 1 – Year 6



Attendance percentage

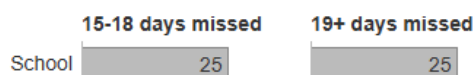
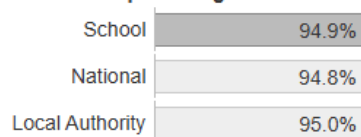


Non-Disadvantaged Attendance 2024-2025 Year 1 – Year 6



Summary of 264 Pupils ((from 2024-2025) who aren't disadvantaged, in Years 1–6)

Attendance percentage



Strategic next steps:

- Build on communication strategies with parents. Research shows this information can impact positively on attendance.
- Continue to use StudyBugs to monitor attendance. Arrange meetings to support these parents to understand the value of attending school and to support them with overcoming barriers to attendance.
- Ensure PPG Pupils have an access to clubs.
- Breakfast available for all children to ensure a good start to their day.
- Increase engagement with parents into school life to overcome their barriers against education.

Intended outcome 7	Success criteria	Impact
Pupils will be ready to learn and engaged in the classroom.	Pupils will be ready to learn and progress and attainment will increase so that attainment of disadvantaged youngsters is in line with	The data shows a substantial attainment gap between disadvantaged and non-disadvantaged pupils in both KS1 and KS2 for the combined measure of reading, writing and maths.



	<p>their non-disadvantaged peers.</p>	<p>In KS1, only 24% of disadvantaged pupils reached the expected standard compared with 59% of non-disadvantaged pupils.</p> <p>Although disadvantaged pupils perform slightly better in KS2, with 33% meeting the expected standard, they still lag far behind their non-disadvantaged peers, 61% of whom achieved the standard.</p> <p>Overall, the results highlight a persistent and significant gap in combined outcomes for disadvantaged pupils across both key stages.</p>
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Combined Data

	KS1 Combined 2024-2025 (Reading, Writing Maths)	KS2 Combined 2024-2025 (Reading, Writing Maths)
Non-disadvantaged	59% (50/85)	61% (109/179)
Disadvantaged	24% (8/33)	33% (17/52)

Strategic next steps:

- Breakfast available for all children to ensure a good start to their day.
- Ensure pupils' wellbeing is addressed and refer to external services if needed.
- Develop the use of Forest School to support these children with their mental wellbeing

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
Voice 21	Voice 21
Studybugs	StudyBugs Uk
TTRS	Timetable Rockstars
Read Write Inc	Read Write Inc



Forest School	Adventures Into
Accelerated Reader	Renaissance
Jigsaw PSHE	Jigsaw