

# Pupil premium strategy statement – Tunstead 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	66
Proportion (%) of pupil premium eligible pupils	6 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025/26
Date this statement was published	September 25
Date on which it will be reviewed	September 26
Statement authorised by	Governors
Pupil premium lead	Rebecca Quinn
Governor / Trustee lead	Lorna Salmon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 9090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£9090

## Part A: Pupil premium strategy plan

### Statement of intent

*We intend that pupils in receipt of pupil premium funding will achieve in line with their peers and achieve all round academic success.*

*We aim to enhance and enrich the lives of all our students by offering a wide and rich personal development programme available to all that provides language and knowledge.*

*Our pupils will want to attend school and be successful and will engage widely in all school life has to offer. Our pupils will be ready for the next stage of their educational journey- equipped with confidence and the ability to question and challenge.*

### Challenges

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

Challenge number	Detail of challenge
1	Observations and assessment data suggest children enter school with poor communication and language skills and with significant gaps in social and emotional development impacting on their readiness for learning
2	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities and challenging family circumstances. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain high. Many pupils currently receive support through the pastoral team both 1:1 and small group.
3	Observations and assessments show that disadvantaged pupils have lower attainment in reading than their peers- they often do not have as many opportunities to read widely and as such do not have the same rich wide vocabulary.
4	Our observations have shown that disadvantaged pupils do not have the same breadth of vocabulary and knowledge about topical current

	issues. This is often through a lack of exposure to experiences that enrich and widen their knowledge of the world
5	Our assessments and observations show that disadvantaged pupils do not have the same secure grasp of number as their peers impacting on outcomes.
6.	Monitoring shows that pupils disadvantaged do not attend school as well as their peers and this in term impacts on their achievements.

## 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
Ensure pupils disadvantaged attend school 97% of the year. Any barriers are identified quickly and families receive effective support to remove the barrier.	Children will attend school 97% of the time. Families will engage with support services when offered
Ensure the right support at the right time for children requiring social and emotional support to ensure they are regulated and able to attend learning showing a readiness to learn	Referrals will be signposted and support provided quickly to those requiring it Children will move through intervention and outcome will see young person accessing learning
Ensure a broad and balanced personal development curriculum that provides a wealth of experiences for all children to access and	All children will access the wider experiences offered. Clubs, trips, residential and visits will be available to all children with cost not prohibiting access Families will value this offer
All children will achieve well in maths, English and phonics with disadvantaged pupils doing as well as their peers and achieving age related expectations at least.	Disadvantaged pupils will achieve as well or better than their peers in reading/writing/maths and phonics
Pupils with speech difficulties will be identified quickly and supported to ensure this does not become a barrier to future success.	SAL interventions will be led by qualified and trained staff Pupils will show progress accelerated

## 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: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.</p>	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	5
<i>Provide release time for Reading lead to monitor/coach and mentor all staff in phonics including providing regular training to all staff</i>	Reading Framework and guidance document	3
<i>Train staff to develop secure and competent grasp of SAL to Level 4</i>	EEF	1

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

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase additional books and resources to support the delivery of Synthetic phonics and fluency reading books in KS1.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics   Teaching and Learning Toolkit   EEF	3
<i>Provide small group tutoring for maths support to allow time to revisit approaches- teacher led</i>	EEF	5

<i>Provide small group tutoring for English to allow time to revisit learning- teacher and TA</i>	EEF	3
<i>Provide one to one additional phonics tutoring to ensure secure grasp of phonics at KS1</i>	EEF and Reading Framework	3
<i>Welkom SAL intervention is used from Reception to assess and support pupils with gaps in language Teacher and TA training Level 4 in SAL to support delivery and assessment procedures.</i>	Ofsted report	1
<i>Purchase Primary News assembly tool to support vocabulary and wider knowledge of the world.</i>		4

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

Budgeted cost: £ 5400

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Provide an AHT on site to provide daily support for behaviour and SEBD. Increase this time for this.</i>	Provides consistency for parents and staff	2, 3, 6

**Total budgeted cost: £ 10,900**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Lego therapy – staff were trained and this was delivered and has become a core offer as part of provision. Staff also had THRJVE training and is now licensed.*

*Across the Federation trips have been mapped and planned carefully to ensure they stretch and challenge and support British Values. Pupils have access to Picture News in school weekly, roles in classes and at lunch and break. They also have a trip to London or a residential in Years 5 and 6. Sports and additional enrichment experiences have also been included in our offer to extend experiences- we now visit the Panto annually.*

*The Reading Lead had some release time to support and coach staff. This has supported effective interventions being delivered in KS2 and string phonic outcomes for those children accessing the test in KS1. This time allowed for greater capacity for our pupils.*

*AHT has completed behaviour lead training and had release time to do this. This has supported maintaining a sense of calm around school supporting all children to engage in learning.*

*Outcomes show PP was used effectively to accelerate progress for pupils and achieve accelerated progress at end of KS2.*

### 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

