

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	60
Proportion (%) of pupil premium eligible pupils	7 pupils
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)	2026/27
Date this statement was published	September 26
Date on which it will be reviewed	September 27
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	£ 11, 337
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>	£11,337

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	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.
2	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.
3	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
4	Attendance has been strong but this needs to be maintained for this group to ensure positive outcomes.

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 continue to 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, residentials and visits will be available to all children with cost not prohibiting access Families will value this offer
Ensure that the teaching of phonics and reading is excellent for all pupils and all pupils meet the expected standard- with gaps being closed quickly.	Children eligible for pupil premium will achieve expected standard in reading SATS.

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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide release time for Reading lead to monitor/coach and mentor all staff in phonics including</i>	Reading Framework and guidance document	2

<i>providing regular training to all staff</i> <i>CPD led by English lead on reading</i> <i>Reading volunteers developed further and training given to ensure effective.</i>		
<i>VNET will be used for monitoring and support through challenge and coaching.</i>	<i>The most effective approach for raising the standards of all children is through the use of High-Quality teaching for pupils.</i>	2

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 and KS2.	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	2
<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</i> <i>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>		

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

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>A wide personal development offer that is available to all including trips/residentials and events including an offer of Forest school to all children.</i>	EEF- suggests limited evidence to show academic impact however internal evidence and observations show children engage and feel part of the school community excited to learn alongside their peers positively.	3
Whole school approach to attendance using published guidance. Two weekly monitoring of attendance by HT and SLT Daily tracking of key pupils by secretaries. Policy followed robustly.	Attendance guidance DFE 2026	4
<i>Maintain capacity and offer of well-being support/pastoral team-across Federation increase offer of trained professionals and specific interventions including time and space</i>	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): Improving_Social_and_Emotional_Learning in Primary Schools EEF	1

Total budgeted cost: £ 13,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This year the AHT has had regular release time allowing her to build relationships and support families. This has been beneficial but is not financially sustainable moving forward. Now the relationships are established it is hoped this can be maintained with a reduced release time and the EHT on site more regularly.

Attendance

PP- 97.3% with 0.34% unauthorised

All Pupils- 96.7% with 0.38%

Attendance is good for all pupils and even better at Tunstead for pupils who are eligible for Pupil premium.

Outcomes

KS2

Reading

PP- 66.7% (3 pupils in total)

All pupils- 71%

Maths

PP- 66.7% (3 pupils in total)

All pupils- 71%

Writing

PP- 33.3%

All pupils- 43%

Phonics

PP – NA

All pupils- 100%

EYFS outcomes

PP- NA

All pupils- 60% achieved a good level of development.

Whilst the % of pupils achieving the expected standard in receipt of pupil premium is slightly lower than all other pupils the numbers are not significant enough to make a fair comparison. There are no pupils in receipt of pupil premium in Reception/Year 1 or Year 2.

Social and emotional support

The Inclusion worker has worked one full day every week at Tunstead and this has proven effective. Alongside this a TA has delivered interventions focussed on learning and also SEMH further enriching this provision. This has supported the children and supported their relationships. All pupils in receipt of PP have attended trips and residential and have always had opportunity to access clubs.

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