

Pupil premium strategy statement 2026 - 2029

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. (See previous plan for the effect that last year's spending of pupil premium had within our school.)

School overview

Detail	Data
Teversham CE Primary School	
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	35% (as of 8.9.26)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-27 2027-8 2028-9
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Rebecca Simpkin Smith
Pupil premium lead	Rebecca Simpkin Smith
Governor / Trustee lead	Fiona Herczog

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£92180

Part A: Pupil premium strategy plan

Statement of intent

At Teversham CE Primary School, our vision is that every child is inspired, believes in themselves and achieves their best. We recognise that many of our disadvantaged pupils face multiple barriers to learning, including SEND, attendance difficulties, emotional wellbeing needs and reduced access to enrichment opportunities. The majority of our pupil premium pupils also belong to one or more additional vulnerable groups.

Our strategy for 2026-2029 is built around the principle that high-quality teaching remains the most effective way to improve outcomes for disadvantaged pupils. Alongside this, we will provide targeted academic support and wider pastoral interventions to ensure pupils attend regularly, achieve highly and develop the confidence, resilience and cultural capital needed for future success.

Over the next three years, our strategy will focus on:

- Improving attendance and reducing persistent absence, particularly for pupils with co-occurring SEND needs.
- Developing language, vocabulary and reading as foundations for learning.
- Supporting emotional wellbeing, resilience and positive learning behaviours.
- Raising attainment in writing.
- Increasing the proportion of disadvantaged pupils achieving Greater Depth standards.
- Ensuring consistently strong evidence-informed teaching across the school.
- Ensuring all disadvantaged pupils can access enrichment opportunities and develop cultural capital.

When making decisions about using Pupil Premium we have considered the context of our school and the subsequent challenges faced. Research conducted by EEF has been used to support decisions around the usefulness of different strategies and their value for money.

Key Principles:

1. implementing whole school strategies that benefit all children, since a significant additional number of our children sit just above Pupil Premium criteria.

2. balancing rigour and high expectations for ALL children with supportive, inclusive strategies that aim to meet the needs of individuals.
3. Maintaining our distinctive supportive ethos that enables us to support and engage with all parents to address the barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	Many of our pupil premium children enter school with language skills below that expected of their chronological age, they need additional support to develop their language and acquire a rich vocabulary.
2	Reading attainment remains lower for disadvantaged pupils at key assessment points due to reduced reading experience and vocabulary acquisition.
3	Writing remains a relative weakness, particularly for disadvantaged pupils, with attainment lower than reading and mathematics and fewer pupils achieving greater depth.
4	Attendance remains below national averages, particularly for disadvantaged pupils and those with SEND, with a persistent absence rate that continues to impact learning.
5	Many disadvantaged pupils experience emotional wellbeing, regulation or mental health needs, including the impact of ACEs and EBSA.
6	A significant number of disadvantaged pupils also have SEND, creating complex and overlapping barriers to learning.
7	Some disadvantaged pupils have limited opportunities outside school to develop cultural capital, aspiration and wider experiences.
8	Variable support for learning at home can impact reading, maths fluency, particularly with times tables recall, vocabulary development and learning habits.

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 attendance and engagement	• Overall attendance for disadvantaged pupils improves annually and is close to national averages. • Persistent absence among disadvantaged pupils is significantly reduced. • Attendance gap between disadvantaged and non-disadvantaged pupils narrows year-on-year. • Disadvantaged pupils experiencing EBSA are supported effectively through personalised plans and improved attendance outcomes. • Increased proportion of disadvantaged pupils achieve attendance above 96%.
Improved writing outcomes	• Writing attainment for disadvantaged pupils improves across all year groups. • Gap between disadvantaged and non-disadvantaged pupils narrows in writing. • Increased percentage of disadvantaged pupils achieve expected standard in writing at KS2. • More disadvantaged pupils demonstrate confidence, stamina and independence when writing across the curriculum. • High-quality writing provision is consistently evident across the school.
Increased Greater Depth attainment	• Greater proportion of disadvantaged pupils achieve Greater Depth in reading, writing and mathematics. • The Greater Depth gap between disadvantaged and non-disadvantaged pupils is reduced. • Potential Greater Depth disadvantaged pupils are identified early and tracked effectively. • Classroom practice consistently promotes challenge, independence and higher-order thinking.
Strong language and reading development	• Disadvantaged pupils demonstrate improved vocabulary and oral language skills. • Phonics outcomes remain strong. • Reading attainment for disadvantaged pupils continues to improve. • Pupils develop positive reading habits and increased engagement with books.

Improved wellbeing and cultural capital	• Pupils report positive wellbeing and belonging. • Behaviour incidents affecting learning continue to reduce. • All disadvantaged pupils access trips, visits and enrichment opportunities. • Pupils demonstrate broader experiences, aspirations and cultural understanding.
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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: £57, 276

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of experienced teachers, class structure avoiding split year groups.	https://learningpolicyinstitute.org/product/brief-does-teaching-experience-increase-teacher-effectiveness-review-research Report highlights that teaching experience is positively associated with student achievement gains throughout a teacher's career.	1,2,3,6,8
Implement whole-school evidence-informed teaching framework including Rosenshine's Principles	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g. Interleaving and questioning +7 Months Assessment for learning / feedback + 6 Months	1,2,3,8
Continue development of vocabulary-rich curriculum and explicit language instruction	Vocabulary strongly linked to attainment	1,2,3,8

Maintain strong phonics and reading provision using Little Wandle	Strong historical outcomes and proven impact	2
Improve assessment systems to identify disadvantaged pupils requiring stretch and challenge	Supports Greater Depth outcomes	3
Embed consistent spelling teaching in KS2 developing from phonics in KS1	High quality explicit teaching of spelling develops fluency which frees cognitive resources to focus on composition of writing. Recommendation 5 from EEF guide to Improving Literacy in KS2. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	3

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

Budgeted cost: £22800

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA delivering Talk Time + and providing DSL support to families	Research by Maslow (1943) evidences that in order to be successful learners, children must have their belonging and esteem needs met. The Inclusion Worker role ensures early identification through tools such as the Boxall Profile, and timely support to ensure that children's social and emotional needs are well met. EEF Tool Kit (2021) evidences focused work on self-regulation skills has a high impact on progress (+8 months). Early family intervention is key in ensuring that all members of the family can flourish. Research including Cleaver, Unell and Aldgate (2011) evidences the impact parental wellbeing can have on children's wellbeing and development.	4,5,6

Focused language intervention groups.	EEF Tool Kit (2021) evidences positive impact (+6 months) of oral language interventions.	1,8
Half termly pupil progress meetings with teachers	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collective responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1,2,3,4,5,6
Targeted teacher support for individuals and small groups focusing on high quality feedback for Y5 and Y6 cohorts.	EEF Tool Kit (2021) evidences positive impact (+6 months) of quality feedback and (+4 months) of individualised instruction.	1, 2, 3, 6
1:1 tutoring for reading	Phonics success is important for later success at reading comprehension- intervening early for those identified as having problems with phonetic decoding increases their likelihood of future success. (Double, McGrane et al, 2019) EEF Tool Kit (2021) evidences positive impact (+5 months) of 1:1 tuition. Tuition will be focussed on reading fluency and comprehension.	1,2,7,
Pre-teaching and overlearning for disadvantaged pupils with SEND needs or gaps in learning.	All interventions backed by data/research. EEF Tool Kit (2021) evidences positive impact (+4 months) of structured TA interventions	1,2,3,6

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

Budgeted cost: £13000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support plans for all persistent absentees Attendance celebration programme	Inconsistent attendance impacts children's educational success, and can see their physical and emotional wellbeing at risk.	4, 8

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EBSA training for school staff Enhanced attendance monitoring and intervention Access to free Breakfast Club provision to support punctuality and attendance	Research presented by organisations such as Welsh Assembly Government (2011) & Durrington Research School (2018) suggest that the identified activities all have a significant impact on attendance outcomes for PP student	
Enrichment activities and trips to enhance the curriculum.	Children who are exposed to these have an enhanced knowledge and understanding of the world. This builds their cultural capital, and leads to enhanced educational and employment outcomes. (Bennet et al, 2009)	1,7
Emotional regulation and sensory support	EEF Toolkit reports self-regulation as having a high impact (+8 months' additional progress)	5,6
Engagement with families- including coffee mornings, focussed workshops.	EEF Toolkit (2021) reports that that effective parental engagement can have +2 months benefit to student progress	1,2,3,5,7

Total budgeted cost: £93076.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity (see previous plan) had on pupils in the 2025-26 academic year.

2025-26 outcomes:

EYFSP:

	% achieving GLD
Whole Cohort	74%
PP/NPP	57%/83%

Y1 Phonics Screening Check:

	% passing (32+)
Whole Cohort	82%
PP/NPP	60%/100%

Y4 Multiplication Tables Check:

30/31 pupils took the test

	Scoring 100% (25/25)	Scoring 70%+ (18+/25)	Scoring 50%+ (13+/25)
Whole cohort	45%	90%	93%
PP/NPP	25%/50%	58%/75%	92%/90%

KS2 SATS result:

	SPAG		Reading		Maths		Teacher Assessment Writing		Combined	
	At or Above	GDS	At or Above	GDS	At or Above	GDS	At or Above	GDS	At or Above	GDS
Whole Cohort	72%	20%	68%	64%	68%	20%	72%	20%	56%	12%
PP/NPP	60%/87%	10%/27%	60%/80%	20%/47%	60%/73%	10%/27%	70%/80%	26%/10%	43%/73%	10%/13%

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle Phonics	Wandle Learning Trust
Number Sense Times Tables	Number Sense Maths