

Pupil premium strategy statement 2023 - 2026

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	175 169 165
Proportion (%) of pupil premium eligible pupils	41% 37% 39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024 July 2025
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	£104706 £98382 £103735
Recovery premium funding allocation this academic year	£5062 (2023-24 financial year) £2936 NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11745 £4935 £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	£121513 £106253 £103735

Part A: Pupil premium strategy plan

Statement of intent

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.

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. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.

Our ultimate objectives are:

- ✓ To develop effective language and communication skills for all children.
- ✓ For all pupils to become fluent readers, with 100% of pupils passing the Phonics Screening Check and reaching ARE in reading at the end of Key Stage 2.
- ✓ To support our children's emotional wellbeing to enable them to access learning successfully.
- ✓ For all disadvantaged pupils in school to maximise their learning to build the key skills they need to be successful at secondary school: positive learning habits, key reading skills, good mental maths skills and strong vocabulary.
- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

Our pupil premium strategy plan works towards achieving these objectives:

- by focusing on providing high quality first teaching for all children, ensuring that wherever possible disadvantaged children access the full curriculum;
- by providing a curriculum that enables children to build cultural capital through enriching experiences;
- by supporting children and their families to address any additional barriers to learning such as attendance, behaviour or social and emotional difficulties.

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	Many of our pupil premium children enter school without rich experiences of reading books at home and need additional support to build reading miles in order to become successful readers, impacting their learning across the curriculum.
3	Mental maths skills especially recall to calculate accurately and confidence in maths
4	A significant number of pupils have experienced Adverse Childhood Experiences (ACE's) which impact on their emotional wellbeing and ability to access learning.
5	A number of pupils have historically had poor attendance and punctuality, therefore missing learning opportunities and having gaps in the sequence of learning.
6	A significant number of pupils experience difficulties with their emotional regulation, leading to incidences of challenging behaviour.
7	A significant number of pupils have limited support at home for reading and home learning, impacting on confident and fluency, particularly relating to times table learning.
8	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need.

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>Children will have good oral language skills and develop a wider range of vocabulary, enabling them to access the full curriculum successfully.</p>	<ul style="list-style-type: none"> • 100% of pupils will make progress measured against Wellcomm Language toolkit. The gap in language skills (achieving a “green” score in the Wellcomm Screening) between Pupil Premium and Non-Pupil Premium pupils will be diminished. • Wellcomm toolkit not yet introduced. Whole staff training on Word Aware and wider SLCN
<p>PP children will have a strong knowledge of phonics and develop good reading skills at age related expectations and above. PP children will develop a love of reading, develop good reading habits and improve their reading skills to at least age related expectations.</p>	<ul style="list-style-type: none"> • 95% of Year 1 children* achieve year 1 phonics standard by the end of year 1. 100% of children* achieve year 1 phonics standard by the end of year 2. (*children who are eligible to take the test.) • 91% of Y1 children passed PSC in 2024, 100% of Y2 children passed. • 94% of Y1 pupil passed PSC in 2025 (whole cohort), 2 out of 3 Y2 re-takes passed, pupil not passing was new to school in Easter 2025 and scored 31 vs. 6 the at his previous school in Y1. • There is an increase in % of PP children achieving Battle of the Books each week. There is an increase in the number of weeks that PP children complete Battle of the Books. Focus on strategies to promote love of reading rather than incentives to complete a set number of reads each day. • An increased % of PP children reach the expected standard by the end of KS2 (2023: 41.6%) 2024: 57% 2025: 60%
<p>PP children will make good progress in maths and develop strong mental maths skills and increase in confidence in their maths skills.</p>	<ul style="list-style-type: none"> • An increased % of PP children reach the expected standard by the end of KS2 (2023: 25%) 2024: 36% 2025: 60% • An increased % of PP children achieve the MTC in year 4 (2023:50% achieved 70%+) 2024: 55% achieved 70%+ 46% achieved 70%+ (Adjustment to strategy-implementation of Number Sense programme for 25-26 academic year)
<p>Emotional and mental health difficulties are supported and the impact on their learning is reduced. Children are happy, settled and ready to learn. Behaviour at break and lunch times does not impact on learning in lessons.</p>	<ul style="list-style-type: none"> • Number of behaviour incidents reported is reduced and learning time is not lost. New reporting system on MyConcern means that reported incidents have increased, but this does not reflect an overall increase in incidents occurring. SIA has commented on improvement observed in behaviour impacting learning in class. Learning in classes continues to be settled, individual plans in place to support pupils with regulation as needed.

	<ul style="list-style-type: none"> Progress for PP pupils is in line with Non-PP pupils. KS2 SATS progress data for PP pupils in reading is in line with Non- PP, though this is not the case in Maths or Writing. Pupil premium pupils have made rapid progress from starting points, but overall % reaching expected level impacted by co-occurring SEND needs. Reading and Maths attainment for pupil premium pupils has improved significantly, but writing remains lower. (53% vs 60%)
<p>Pupils sustain consistent progress throughout the school, particularly across lower key-stage 2 in order to further close the attainment gap across the curriculum by the end of Key Stage 2.</p>	<ul style="list-style-type: none"> End of KS2 attainment for PP pupils to be in line with non-PP pupils. 2024: 50% combined for PP pupils, 60% for non-PP pupils 2025: 47% combined for PP pupils, 100% for non-PP pupils NB: co-occurrence of SEND needs within this cohort. End of KS2 attainment to be line with or above national figures.
<p>Attendance and punctuality is good with very few persistent absentees. Children are not late for school and are therefore able to access basic skills practice each morning.</p>	<ul style="list-style-type: none"> Attendance for PP pupils to be in line with Non-PP pupils and at least in line with national figures. 2024: overall attendance for PP pupils: 92%, overall attendance for non-PP pupils: 93.8%. Attendance and punctuality continue to be key areas of focus. 2025: overall attendance for PP pupils: 91.3%, overall attendance for non-PP pupils: 95.1%. Individual approaches for families have resulted in improvements for individuals, but 3 pupils accessing part time AP who have EHCP+ in receipt of PP impact these figures. Lateness is rare and all children regularly access early morning basic skills practice. Offer of place in breakfast club has improved punctuality for some pupils- uptake is not consistent for others. Number of pupils arriving after registers close (very late) has reduced. (4.3% to 4.1%)
<p>The curriculum meets the needs of PP children and includes in a wide range of trips, visitors and experiences, and builds cultural capital for all children.</p>	<ul style="list-style-type: none"> Children are engaged and develop a love of learning, developing good cultural capital. They are able to talk about their experiences. All pupils have attended all trips this year- including Y6 residential. All pupils have again attended all trips, with risk assessments in place to ensure all pupils could access. Y6 pupils attended trip to Kensington Palace, for a number of pupils this was their first visit to London.

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of experienced teachers, class structure avoiding split year groups.	<p>https://learningpolicyinstitute.org/product/brief-does-teaching-experience-increase-teacher-effectiveness-review-research</p> <p>Report highlights that teaching experience is positively associated with student achievement gains throughout a teacher's career.</p>	1,2,3,8
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>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.</p> <p>Interleaving and questioning +7 Months</p> <p>Assessment for learning / feedback + 6 Months</p>	1,2,3,8
CPD Training for TAs CPD - in house training and outside agencies <ul style="list-style-type: none"> • Time to enhance teaching and learning to ensure it is consistent and high quality in all areas. 	<p>https://www.focus-education.co.uk/blog/impact-of-coaching-in-education/</p> <p>EEF Teaching and Learning Toolkit – Mastery learning (+5) DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</p>	1, 2, 3, 4, 6, 7, 8
Deliver language training with existing and new staff	<p>Oral language skills underpin all other learning across the curriculum. (Recommendation 1 from EEF guidance on improving literacy)</p> <p>EEF Tool Kit (2021) evidences positive impact (+6 months) of oral language interventions.</p> <p>ELKLAN training will be cascaded to all staff and impact high quality teaching as the first response.</p>	1,2

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	7,8
Developing reading fluency for all pupils- whole class reading fluency through high quality guided reading	Developing reading fluency is recommendation 2 from EEF guide to Improving Literacy in KS2. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2,7,8

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

Budgeted cost: £30,000

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.	4,6
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 collected 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.	1,2,3,6,8
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, 8
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.	1,2,7,8
Support for mental maths skills – Number Sense Times Tables programme introduced.	Accurate and confident recall of key maths facts reduces cognitive overload during reasoning problems. Practise embeds learning.	3,7
TA led interventions including Lego Therapy, Sensory Circuits, Precision Teaching.	All interventions backed by data/research. EEF Tool Kit (2021) evidences positive impact (+4 months) of structured TA interventions	1,2,3,6,7,8

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rigorous multi-agency approach to monitoring attendance, identifying and addressing barriers.	Inconsistent attendance impacts children's educational success, and can see their physical and emotional wellbeing at risk.	5

	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	
Support at lunch club via Sports Coaches: children can attend lunch club if they struggle to access the outdoor provision, have friendship issues or are identified by either home, school or by the children themselves as finding outdoor challenging.	EEF Teaching and Learning Toolkit – behaviour interventions (+3) - Physical activity +1 month	4,6
Specialist Music teaching across the school	Increase the opportunities for PP children to take part in cultural opportunities. Learning to play a musical instrument has an impact on ability to learn in other areas, including developing skill of practise, perseverance, mindfulness, success. EEF Teaching and Learning Toolkit – Arts participation +3 months	4,7,8
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
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: £106,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

2024-25 outcomes:

EYFSP:

	% achieving GLD
Whole Cohort	63%
PP/NPP	50%/73%

Y1 Phonics Screening Check:

	% passing (32+)
Whole Cohort	85%
PP/NPP	83%/93%

- Y2 re-takes- 3 pupils (one new to school) took the test- 2 passed, 1 scored 31 (new to school Easter 2025 and represents improvement of 25 from Y1 check score)

Y4 Multiplication Tables Check:

22/24 pupils took the test- 2 unable to access (significant SEND)

	Scoring 100% (25/25)	Scoring 70%+ (18+/25)	Scoring 50%+ (13+/25)
Whole cohort	14%	59%	77%
PP/NPP	7%/18%	46%/64%	77%/64%

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	77%	33%	83%	43%	80%	23%	73%	20%	77%	17%

Teversham CE Primary School

PP/ NPP	53%/1 00%	13%/ 53%	60%/1 00%	13%/ 60%	60%/1 00%	7%/3 3%	53%/1 00%	0%/4 0%	47%/1 00%	0%/3 3%
------------	--------------	-------------	--------------	-------------	--------------	------------	--------------	------------	--------------	------------

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