

Pupil premium strategy statement – Tackley CE Primary School

This statement details our school's use of pupil premium (and recovery 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 the next three years and reviews the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|--------------------------------------|
| Number of pupils in school | 120 pupils on roll including Nursery |
| Proportion (%) of pupil premium eligible pupils | 17 |
| 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) | 3 year plan 2023 - 2025 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | Ongoing – yearly updates |
| Statement authorised by | Karen Ward Headteacher |
| Pupil premium lead | Karen Ward Headteacher |
| Governor / Trustee lead | Alex Machin |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation | £24,145 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £ 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> | £24,145 |

Part A: Pupil premium strategy plan

Statement of intent

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 disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have TAFs, a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through, in-house intervention and the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve. To ensure they are effective we will:

- ensure disadvantaged pupils are both supported and challenged in the work that they are set*
- ensure pupils are supported with their emotional well-being as well as challenged in the work they are set.*
- act early to intervene at the point a need is identified*
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

We believe in being proactive as each year and each child is different. Therefore, resources are constantly monitored, evaluated and if necessary, changed, to ensure provision has the maximum impact.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Our whole school attendance data for the last academic year 2022-2023, showed that persistent absenteeism was at 12%.this was 16 pupils. Out of the 16 pupils, 11 were in receipt of Pupil premium funding. This indicates that support is needed to enable these pupils to have good school attendance of 95%</p> <p>Academic year 2023-24 Whole school attendance was 94.12% excluding Nursery Non PP children 95.19% PP children 88.21%</p> <p>18 children – (one new child who started September 23 on a reintegration timetable Non- PP) 9 of these children are in receipt of Pupil premium funding</p> <p><i>Academic Year 2024-2025 Whole school attendance was 94.7% excluding Nursery (local Authority 94.9%, National 94.8%)</i> <i>Non PP Children 95.6%</i> <i>PP Children 90.3% (small increase on previous year)</i></p> |
| 2 | <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p><i>Due to interventions 82% of disadvantaged children made expected or above progress in all areas compared to non-disadvantaged in 2024 -2025</i></p> |
| 3 | <p>Reading comprehension amongst disadvantaged pupils significantly below national average our Pupil premium students are more likely to have a vocabulary deficit and reading comprehension issues that may be preventing them from accessing certain parts of the curriculum</p> <p><i>Due to interventions 82% of disadvantaged children made expected or above progress in all areas compared to non-disadvantaged in 2024 -2025</i></p> |
| 4 | <p>Well-being/emotional and self-confidence issues. Our assessments, discussions and observations have identified social and emotional / self-confidence issues for more of our disadvantaged pupils than non-disadvantaged. This is particularly apparent since the pandemic, resulting in a much higher need to support both parents and pupils.</p> <p><i>Ongoing</i></p> |
| 5 | <p>Writing is below the national average and in particular for our disadvantaged pupils.</p> <p><i>Due to interventions 89% of disadvantaged children made expected or above progress in writing compared to 90% of non-disadvantaged</i></p> |

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>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p> | <p>The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. • The percentage for all pupils who are persistently absence being below 5% and the figure among disadvantaged pupils being no lower than their peers</p> <p>Gap currently 7% continue target for 2024-2025</p> <p><i>2024-2025 gap narrowed to 5%</i></p> |
| <p>Improve Phonic attainment for disadvantaged pupils at the Year 1 Phonics Screening Check</p> | <p>80% of children pass the phonics screening check and the gap is narrowed between the two groups.</p> <p>2023-2024 Year 1 79% phonics for all. 1 disadvantaged pupil did not pass</p> <p>Year 2 80% pass rate 50% disadvantaged did not pass</p> <p>2024-2025</p> <p><i>Year 1 phonics 69% for all. 75% of PP children passed</i></p> <p><i>Year 2 95% pass rate</i></p> |
| <p>Reading levels, enjoyment and fluency increases</p> | <p>KS2 reading outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard. 80% of children on track for ARE</p> <p>2023-2024 Update Reading 83% pupils reached expected standard. 100% of disadvantaged reached expected standard</p> <p>2024-25 Update 89% of all pupils passed KS2 reading SAT. 100% of PP children passed</p> |
| <p>To achieve and sustain improved Sustained high levels of wellbeing for all pupils in our school, particularly our disadvantaged pupils</p> | <p>Demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly amongst disadvantaged children. <p>Ongoing -</p> |

| | |
|---|--|
| <p>To improve writing levels KS2 writing outcomes</p> | <p>In 2024/25 show that more than 80% of disadvantaged pupils met the expected standard. Within year assessment shows that 80% of pupils remain on track</p> <p>2023-2024 Update Writing 67% pupils reached expected standard. 50% of disadvantaged reached expected standard</p> <p>2024-2025 61% of pupils (R-Y6) reached expected writing standard 52% of PP children reached expected standard</p> |
|---|--|

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)

2022 – 2023 Budgeted cost: £4,435

2023 – 2024 Budgeted cost: £3,524.49

2024-2025 Budgeted cost: £1,881.61

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Whole school staff training on phonetic knowledge | Half day training for all staff to ensure strategic knowledge of phonics for all staff | 2,3,5 |
| Writing Consultant to develop teachers confidence in teaching a bespoke writing curriculum | Quality first teaching occurs to enable pupils to have the best teaching possible. | 2,5 |
| Purchase staff of a DfE validated Systematic Synthetic Phonics programme to secure stronger | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not | 2 4 5 |

| | | |
|---|--|---------|
| phonics teaching for all pupils.RWI– support day training included. | necessarily comprehension), particularly for disadvantaged pupils Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our RWI Phonics. | |
| School Subscriptions to provide targeted interventions | Use of targeted subscriptions to online resources to support the teaching of specific catch up content. | 2,3,4,5 |

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

2022-2023 Budgeted cost: £11,270

2023-2024 Budgeted cost: £17,456.00

2024-2025 Budgeted cost: £20,945.85

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Intervention groups across the school to raise standards in reading, writing and maths.</i> | All TAs target groups of PP children to close the gap with targeted interventions which are closely monitored and assessed using QLA from assessments. 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 | 1,2,3,4,5 |
| <i>Volunteer reading support</i> | Arch Readers x 3 working with disadvantaged pupils on a weekly basis to raise standards in reading and confidence. | 1,2,3 |
| <i>Nurture Support</i> | TA time allocated to support for children | |

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

2022 – 2023 Budgeted cost: £7,148

2023 – 2024 Budgeted cost:£3,465.88

2024 – 2025 Budgeted cost:£ 1,462.36

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Play therapy Support</i> | One to one therapy for one pupil to have play therapy to enable them to overcome the barriers to their learning and encourage attendance at school. | 1, 2, 3, 4, 5 |
| <i>Trip Subsidy</i> | Support for families to ensure their pupils have subsidised trips to enable them to participate in residential and school trips | 1, 4 |
| <i>Extra-curricular</i> | <i>Clubs and funding support to enable equality of access to extra-curricular provision and EYFS provision Music lessons for enrichment</i> | |
| <i>Resources</i> | Purchase of equipment to support play therapy and Lego therapy sessions to enable pupil well-being to be a focus | 1, 2, 3, 4, 5 |
| Whole staff training to support children in identifying, regulating and responding to their own emotions | Both targeted interventions and universal approaches can have positive overall effects. | 1, 2, 3, 4, 5 |

2022 – 2023 Total budgeted cost: £ 22,853

2023 – 2024 Total Budgeted cost: £24,446.37

2024-2025 Total Budgeted cost: £24,289.82

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 2 Outcomes 2023

| KS2 Outcomes Tackley 12 Pupils | EXP + | EXS+ National Figures 2022 | GD (110+) |
|--------------------------------------|-------|-------------------------------------|--------------|
| Reading | 83% | 75% | 50% |
| Writing (TA) | 58% | 69% | 25% |
| <u>Maths</u> | 33.3% | 71% | 25% |
| RWM Combined | 33.3% | 59% | 25% |
| KS2 Outcomes Wootton 5 Pupils | EXP + | | GD (110+) |
| Reading | 80% | 75% | 20% |
| Writing | 40% | 69% | 20% |
| <u>Maths</u> | 80% | 71% | 20% |
| RWM Combined | 40% | 59% | 20% |

For children in receipt of Pupil Premium 2023, 50% achieved the expected standard in reading, writing, science and GPS. 0% achieved the expected standard in writing.

Key Stage 2 Outcomes 2024

| Key Stage 2 2024 | Nat All 2024 | Sch All 2024 | GD |
|-------------------|--------------|--------------|-----|
| Reading | 74% | 83% | 22% |
| Writing | 72% | 67% | 11% |
| Mathematics | 73% | 72% | 17% |
| R, W & M Combined | 61% | 61% | 0 |

2025

Key Results - 2024-2025

| Assessment | Statistic | Cohort | School Result | National Comparison | National Result | School Percentile Rank |
|---------------------------------------|---|--------|---------------|---------------------|-----------------|------------------------|
| KS2 Reading, Writing & Maths combined | % of pupils achieving the expected standard | 18 | 56% | Below | 62% | 33rd |
| KS2 Reading, Writing & Maths combined | % of pupils achieving the higher standard | 18 | 0% | Below | 8% | 11th |
| Multiplication Tables Check (MTC) | % of pupils scoring full marks (25/25) | 24 | 21% | Below | 37% | 21st |
| Phonics Screening Check | % of pupils passing in Year 1 | 13 | 69% | Below | 80% | 16th |
| Early Years Foundation Stage | % of pupils achieving a Good Level of Development | 12 | 58% | Below | ~ 69% | 17th |

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
| N/A | |
| | |

Service pupil premium funding (optional)

| |
|---|
| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| N/A |
| The impact of that spending on service pupil premium eligible pupils |
| N/A |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.