



## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Tupton Primary & Nursery Academy
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Katherine Richards Headteacher
Pupil premium lead	Katherine Richards
Governor / Trustee lead	Becky Elliott

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,418
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£162,418</b>



If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all children, irrespective of background or the challenges they face, make good progress and achieve highly, for all the children at Tupton to be prepared for the next stage of their education and to become well rounded citizens. The focus of our pupil premium strategy is to ensure that all children achieve these aims.

We will consider the challenges faced by vulnerable children. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The school's focus is on all children receiving quality first teaching across the curriculum, supplemented by tailored pastoral and academic interventions. The 'golden thread' that runs through our curriculum is communication, with oral language interventions a proven way to close the disadvantage attainment gap.

Although many of our children join our EYFS at a low starting point, we want to provide them with the experiences, teaching, learning and opportunities to be successful life-long learners.

Our strategy is also integral to wider school plans to ensure that all children leave Tupton with the skills, knowledge and determination to achieve their ambitions and become successful and productive members of society.

Our approach will be responsive to common challenges and individual needs. To ensure they are effective we will ensure:

- No limits are put on what is expected of disadvantaged children and their potential
- All staff take responsibility for the outcomes of all children including the disadvantaged
- Support and interventions are carefully tailored to meet specific needs.



## Challenges

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

Challenge number	Detail of challenge
1	Assessments (Renfrew Analysis) show that children's vocabulary falls below the expectations for their age from EYFS to Y6. Many children enter EYFS with limited or no verbal skills. Disadvantaged children have a wider vocab gap than non-disadvantaged.
2	Low aspirations can result in poor attitudes towards learning, support for learning at home and motivation to succeed
3	Many children enter school well below national averages in most areas of the EYFS curriculum
4	Difficulties in managing emotions and feelings. This impacts on behaviour and relationships
5	Narrow experiences of disadvantaged children impacts on learning across the curriculum, especially on speech and language and developing a wide vocabulary
6	Assessments and observations suggest that disadvantaged children have less exposure to books and greater difficulties with phonics and consequently are less likely to become fluent, confident readers.
7	Challenging home environments can mean that some children do not come to school 'ready to learn'. These children were also impacted more greatly by partial school closures.
8	Internal assessments show that maths attainment among disadvantaged children is significantly below that of non-disadvantaged children.
9	Attendance and punctuality of disadvantaged are below the National Average and lower than the rates for non-disadvantaged children



## 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 oral and language skills	Assessments and other monitoring show that the vocab gap is closing for disadvantaged pupils. Children with poor language skills are identified quickly when joining EYFS and appropriate interventions are put in place.
Improved phonics and reading attainment among disadvantaged pupils	Outcomes for disadvantaged children in Y1 & Y2 are in line with non-disadvantaged. KS2 reading outcomes show that disadvantaged children perform as well as non-disadvantaged and in line with national figures for non-disadvantaged.
Improved maths outcomes for children Y2 upwards	KS2 maths outcomes show that disadvantaged children perform as well as non-disadvantaged and in line with national figures for non-disadvantaged.
Improved retention of knowledge for all children	Children are able to retain knowledge and apply previous learning in different situations and contexts
To sustain the pastoral and SEMH support for all children & families, particularly the disadvantaged.	Sustain high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"><li>• Qualitative data from student voice, student and parent surveys</li><li>• Increase in participation in enrichment activities particularly among disadvantaged children</li><li>• High levels of engagement with support services offered by school (P4YP) from parents.</li></ul>
Attendance of disadvantaged children is good.	<ul style="list-style-type: none"><li>• Absence rates are in line with national figures</li><li>• Persistent Absentee rates are in line with national figures</li></ul>



- Number of lates is reduced.

## 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
<i>Grammarsaurus Implementation</i>	Clear structures for the teaching and retention of grammar helps to improve outcomes in writing.	1
<i>Early Excellence</i>	Participation in Early Excellence led CPD, tailored to our cluster's needs, help us to ensure consistently high quality provision across the Early Years.	1,3,7
<i>Enhancement of the teaching of maths through the purchasing of White Rose resources and planning support</i>  <i>Fund release time and CPD for subject leader.</i>  <i>Fund release time and CPD for teaching staff.</i>  <i>Maths Hub – Developing Mastery Maths</i>	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612343/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	8
<i>Teaching methods and interventions to extend vocabulary and bridge the word gap.</i>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	1



<i>Fund CPD and release time and purchase any necessary resources.</i>	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Primary fundamentals	A focus on explaining & modelling including 6 x CPD sessions for all teaching staff ensures a consistent approach across all classes.	1-8
Participate in Year 4 of the Voice 21 programme	In order to improve oracy across the school, there has to be a whole school approach that is embedded in the curriculum and teaching. <a href="https://voice21.org/wp-content/uploads/2021/07/Voice-21-Impact-Report-2016-2021.pdf">https://voice21.org/wp-content/uploads/2021/07/Voice-21-Impact-Report-2016-2021.pdf</a>	1-8
Drawing Club	Drawing Club helps to develop a love of writing, right from the start of Nursery. Through a shared text, children learn challenging new vocabulary, which is then supported through continuous provision. Writing sessions enthuse children and create a positive relationship with writing that they will carry through their education.	1,3,6
Introduce a validated phonics scheme – Little Wandle Phonics  Staff training  Resources inc home sets  Fund release time for phonics lead.  Fund release time for coaching and training sessions for TAs	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	3,6
Sharing of successful strategies for raising the achievement of disadvantaged children among staff.	Sharing good practice amongst staff is crucial to identify the strategies that have been implemented and successful in our setting.	All
Training and support for the teaching assistants	Poor communication skills impact on children's learning and wellbeing. Ensuring that high quality interventions	1,3,4 & 5



who deliver speech and language interventions	are in place will help to address these issues.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 70000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional phonics sessions for disadvantaged children</i>	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	3,6
<i>Additional HLTA hours to deliver interventions and pre-teaching to identified children.</i>	Carefully deployed TA/HLTAs can have a positive impact on learner outcomes. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	6, 8
<i>Establish school –led tutoring for identified children inc. additional teaching hours in Y5 &amp; 6 &amp; wraparound care costs for parents</i>	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.  Evidence shows that small group tuition is effective <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 8, 5
<i>Pegs 2 Paper Intervention</i>	Intervention to develop gross and fine motor skills to improve handwriting fluency, stamina and presentation.	2,7
<i>Speech and Language therapist</i>	Use a private provider to assess children and advise on speech and language interventions. There are significant delays (8-12 month waiting list) for children waiting to be seen by an NHS S&L therapist and this is impacting on children's learning and development. Additional TA time has been allocated for S&L interventions and this will ensure that appropriate support is being given while waiting for an NHS appointment.	1





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

Budgeted cost: £ 47,016

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increase SEMH support for those children who have struggled with the impact on social &amp; emotional development</i>	Based on our experiences we have found that pastoral support has strengthened the relationship between school and home, leading to improved attendance and outcomes. Pastoral interventions can target behavioural needs and decrease exclusion rates. Offering counselling and other support can improve children's mental health and wellbeing.	7
<i>Funding available to ensure that disadvantaged children can participate fully in any extra-curricular activities, particularly the residential visits in Y4,5 &amp; 6</i>	Offering funded/ subsidised places for extra-curricular activities has ensured the participation of disadvantaged children in a wider range of activities, thus broadening their experiences.	5
<i>Contingency fund for acute issues</i>	We have identified a need to set aside a small amount of funding to respond to quickly to needs that have not yet been identified	All
<i>Additional strategies to improve attendance and punctuality.</i>	Additional funding to support attendance events and prizes to encourage attendance and punctuality. Additional staff support to monitor attendance, make phone calls etc.	All



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Total budgeted cost: £ *167,016*



## 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 2023 to 2024 academic year.

The end of KS2 assessments in 2024 showed that the outcomes for disadvantaged pupils were broadly in line in for the combined measure for reading, maths and writing (77%) with non-disadvantaged pupils nationally at the end of Y6 (78%) and non-disadvantaged children in school (80%). Disadvantaged children did equally well in all four subjects, with 77% of disadvantaged children reaching the required standard in reading, writing, maths and EGPS. More disadvantaged children achieved the higher standard in reading (31% / 26%) and writing (15% / 7%) than non-disadvantaged children. These outcomes point to the consistently high-quality teaching and the success of the strategies employed by the school.

In the June 2024 Phonics Screening Check 66% of disadvantaged pupils met the expected standard, compared to 94% of non-disadvantaged pupils.

SEMH remains a priority for the school, with children and their families requiring a wide range of pastoral support and interventions. The impact of this can be seen in the positive home-school relationships, with parents viewing school as an avenue of support.

The social and emotional needs of children, particularly in KSI and EYFS, continue to be a high priority for the school. Children are starting school with limited ability to regulate and maintain appropriate social interactions. Interventions to help develop these skills have ensured that children can build and maintain friendships and regulate their emotions appropriately are built into the curriculum to help them to develop these crucial skills.



## Externally provided programmes

*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



## Further information (optional)

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