



Pupil Premium Strategy Statement

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 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	231
Proportion (%) of pupil premium eligible pupils	48.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 2026/2027 2027/2028
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
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	£172,253.84
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£172,253.84
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	



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. There are a large number of children who lack the foundational skills that mean they are ready to start learning to write.
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 songs, rhymes and 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'.
8	Children lack a play-based childhood resulting in low play literacy and undeveloped skills in areas such as resolving conflict, problem solving, risk taking and self-regulation.
9	Attendance and punctuality of disadvantaged are below the National Average and lower than the rates for non-disadvantaged children
10	Disadvantaged children are less likely to achieve greater depth in reading, writing and maths at the end of KS2 than their peers.

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.
Developing a deeper play literacy in children from EYFS to Y6.	Hyper-inclusive play spaces will ensure that children develop crucial play skills that in turn develop skills such communication & language, self-regulation, problem solving, risk assessing and resilience.
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.	<p>Sustain high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none">• Qualitative data from student voice, student and parent surveys• Increase in participation in enrichment activities particularly among disadvantaged children• High levels of engagement with support services offered by school (P4YP) from parents.
Attendance of disadvantaged children is good.	<ul style="list-style-type: none">• Absence rates are in line with national figures• Persistent Absentee rates are in line with national figures• Number of lates is reduced.
Improved handwriting, concentration, movement, organisation and fine motor skills	<ul style="list-style-type: none">• Specialist occupational therapist support in place• OT interventions to support identified children
The number of disadvantaged children achieving greater depth in reading, writing and maths is in line with national figures.	<ul style="list-style-type: none">• Increase in children achieving GD in RWM• Staff secure in identifying children with GD potential• Teaching strategies in place to promote the development of GD skills and knowledge



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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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: <u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u>	10
<i>Teaching methods and interventions to extend vocabulary and bridge the word gap.</i> <i>Fund CPD and release time and purchase any necessary resources.</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: <u>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</u>	1
Primary fundamentals	A focus on checking for understanding including 6 x CPD sessions for all teaching staff ensures a consistent approach across all classes.	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	1,3,6



	writing that they will carry through their education.	
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 who deliver speech and language interventions	Poor communication skills impact on children's learning and wellbeing. Ensuring that high quality interventions are in place will help to address these issues.	1,3,4 & 5
Training to develop a whole school strategy for the development of handwriting including gross motor, fine motor and transcription skills	Developing the physical foundations of writing will ensure children become confident and fluent writers as they progress through school. Children will develop a fluent, legible and consistent handwriting style.	3
Development of fluency reading groups across KS2 Resourcing of KS2 reading groups Staffing of KS2 reading groups	Developing fluency is crucial to become a confident reader once phonics knowledge is secure.	1,2,5&6

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

Budgeted cost: £ 80000

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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3,6
<i>Additional TA hours to deliver interventions and pre-teaching to identified children.</i>	Carefully deployed TA/HLTAs can have a positive impact on learner outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	6, 8
<i>Establish school-led tutoring for identified children</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	1, 8, 5



<i>inc. additional teaching hours in Y5 & 6 & wraparound care costs for parents</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
<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
<i>Occupational therapist</i>	Use a private provider to assess children and advise on occupational therapy interventions. There are significant delays (8-12 month waiting list) for children waiting to be seen by an NHS occupational therapist and many children do not meet the threshold for a referral despite having significant issues. Additional TA time has been allocated for OT interventions and will focus on the development of handwriting, concentration, movement, organisation and fine motor skills	1,3&4
<i>WELLCOMM</i>	WELLCOMM interventions support the development of key speech, language and communication skills helping children to access the wider curriculum and communicate with peers and adults effectively.	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 & 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</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>activities, particularly the residential visits in Y4,5 & 6</i>		
<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
<i>OPAL approach to outdoor play and learning</i>	The restructuring and development of lunchtime activities will ensure lunchtimes are used effectively to develop key skills that will impact positively on learning at other times of the day. The skills acquired will boost self-confidence, resilience and communication skills as well as ensuring opportunities for high quality physical activity and play daily.	1,2,3,4,5,8.9 & 10

Total budgeted cost: £ 187,016



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 2024 to 2025 academic year.

End of KS2 Data Comparison 2025

The 2025 Y6 cohort had 21/35 (60%) children in receipt of pupil premium.

Subject	Pupil Premium	Non Pupil Premium	
Reading	GD 19% 42.9%	EXP 42.9%	GD 28.6% EXP 57.1%
Writing	GD 4.8% 61.9%	EXP 61.9%	GD 28.6% EXP 57.1%
Maths	GD 19% 52.4%	EXP 52.4%	GD 28.6% EXP 57.1%
R,W,M Combined	GD 0% 61.9%	EXP 61.9%	GD 7.1% EXP 71.4%
English Grammar, Punctuation & Spelling	GD 9.5% 57.1%	EXP 57.1%	GD 21.4% EXP 64.3%
GD = Greater Depth		EXP = Expected Standard	

The end of KS2 assessments in 2025 showed that outcomes for disadvantaged children were close to average when compared with outcomes for disadvantaged children nationally both for 2025 and across a three-year trend. There is a gap between disadvantaged and non-disadvantaged children in all areas apart from writing. Greater depth at the end of KS2 continues to be an area of development for both disadvantaged and non-disadvantaged children.



In the June 2025 Phonics Screening Check 76.9% of disadvantaged pupils met the expected standard, compared to 87.5% of non-disadvantaged pupils. There was a 10.2% increase in the number of disadvantaged children achieving the expected standard from the 2024 outcomes. Disadvantaged children also achieved more highly than disadvantaged children nationally, where 67% achieved the expected standard in 2025.

In 2025 50% of disadvantaged children achieved a good level of development at the end of EYFS compared with 90% of non-disadvantaged children. Early intervention is key to ensuring these gaps are closing as the children move through school.

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 KS1 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.