

Tollerton pupil premium strategy statement for 2025/26

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils. It also reviews the data for PP children for 2024-2025.

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
Tollerton Primary School	4-11 years
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	12/199 6.0%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs K Smith
Pupil premium lead	Mrs K Smith
Governor / Trustee lead	Annette Beaumont

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,079
Recovery premium funding allocation this academic year	0
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	£23079

Part A: Pupil premium strategy plan

Statement of intent

Our broad and overarching objective for disadvantaged pupils at Tollerton is that:

- When they leave our school, their attainment is no different to that of non-disadvantaged pupils and as such they are academically ready for the transition to secondary school.
- They very quickly lose any reading attainment deficit they have on entry to school and all leave KS1 as fluent and proficient readers.
- They have access to and take up a wide range of enrichment opportunities that enable them to develop cultural capital, life experiences and personal and social skills that are no different to those of other pupils.
- Their absence from school is no greater than non-disadvantaged pupils and is less than all pupils nationally.

Challenges

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

Challenge number	Detail of challenge
1	As a group, Pupil Premium Pupils' academic starting points for 2023-2024 are below non-Pupil Premium pupils in school.
2	Typically limited early reading and language experience prior to joining school affect attainment in ks1 (phonics), which can impact later progress in KS2.
3	Typically limited early maths experiences prior to joining school affect attainment in KS1, which can impact later progress in KS2.
4	Pupil Premium pupils writing is impacted by limited range of vocabulary.
5	Typically, disadvantaged pupils do not access the wide range of enrichment and beyond-school experiences that non-PP pupils access.
6	Typically, some disadvantaged children have had lower attendance than non-disadvantaged.

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
Children meet national standards in phonics.	National standards met
Children meet national standards in Y2 reading.	National standards met
Children meet national standards in Y6 reading.	National standards met
Children meet national standards in maths.	National standards met
Children meet national standards in Writing.	National standards met
Barriers to learning are identified and staff work with the pupils and their carers to support the breaking down of the barriers.	Children meet targets in reading, writing and maths as a result of specific intervention approaches.
Children experience a broad range of enrichment and extra-curricular school events.	PP children have taken part in enrichment activities as part of school curriculum and have accessed extra-curricular activity.
Attendance of PP pupils rises.	PP pupil attendance is above national attendance for all pupils.

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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessment of dyslexia training and package £500	Identifying problems with decoding or single word reading and/or poor reading fluency and poor spelling (Dyslexia Association / Lowell 2014) is core to ensuring the correct intervention is chosen for each pupil and can be key to why RWI does not work for specific pupils	1 & 2
CPD for ALL staff on early maths pedagogy – Trust led WRM training	EEF-Improving mathematics in early years and KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths (Recommendation 1)	1, 3
Coaching for Maths lead to support QFT in Maths across school.		1, 3
Whole school CPD on effective instruction strategies to promote knowledge retention – Rosenshine’s Principles of Instruction	EEF Research – High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1-4
Participation of Teaching and Learning Champions in Trust PDP (Pedagogical Development Programme) and follow up support from Teaching and Learning Lead.		
CPD for teachers on effective	EEF Research –	4

strategies for teaching writing.	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1637857731 (Recommendation 4 and 5)	
Purchase of Literacy Tree resources and CPD support. This to include high quality texts		

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

Budgeted cost: £ 9 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWI Phonics provision for children from Foundation to Year 2</i>	EEF Research – phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
<i>Nessy provision</i>	https://www.nessy.com/uk/research-testimonials/research-evidence/	2
<i>Social and emotional coaching with a TA / ELSA</i>	https://www.nu.edu/resources/social-emotional-learning-sel-why-it-matters-for-educators/	1/6
<i>Staff support to access external provider for emotional wellbeing and resilience (Boots and Brambles).</i>	https://www.nu.edu/resources/social-emotional-learning-sel-why-it-matters-for-educators/	5
<i>Staff to support small group reading intervention</i>	Small group tuition EEF	1,2,3,4
<i>Purchase web-based programmes</i>	EEF – Parental engagement EEF – Digital technology	1,2,3,4

<i>to support learning at home(TT Rockstars, Spelling Shed, Letterjoin)</i>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive training in school – to support whole school emotional literacy and wellbeing. A licensed practitioner to be trained and school to buy in the Thrive Online package.	EEF- improving social and emotional learning in primary schools: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1-7
Thrive training to develop a specialist in school to support targeted interventions around develop self-esteem, resilience and meet emotional needs of the children	EEF- improving social and emotional learning in primary schools: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1-7
Cultural capital experiences – reduced cost for residential and trips. No cost for in school extra-curricular activities	Ofsted research 2019 places emphasis on improving cultural capital, particularly for disadvantaged pupils EEF sport participation and outdoor adventure increases engagement, attainment and self-confidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	5
<i>Train some children to be playground leaders – This programme will continue annually</i>	EEF sport participation and outdoor adventure increases engagement, attainment and self-confidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	5

Working with disadvantaged families to encourage attendance at after school clubs £500	Social Mobility Commission: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	5
Promote a culture where attendance at school is prioritised and cherished through reward and celebration	Evidence https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/	6
Rock Kidz workshop – celebrating difference and diversity.		5&6
Year 6 project focusing on resilience in order to get children secondary ready.		5&6

Total budgeted cost: £ 23,000

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 24/25 academic year.

The table below has been taken from our 24/25 pupil premium strategy and it identified the targets we set ourselves at the start of the academic year. An evaluation against each target has been added and colour coded to identify performance against the target. Green = met / amber = almost met

Intended outcome	Success criteria
Children meet national standards in phonics.	National standards met
Children meet national standards in Y2 reading.	National standards met
Children meet national standards in Y6 reading.	National standards met <i>As numbers are small this may identify pupils. Numbers presented to governors</i>
Children in all year groups meet national standards in reading	National standards met <i>As numbers are small this may identify pupils. Numbers presented to governors</i> 47% of children met EXS
Children meet national standards in maths.	National standards met <i>As numbers are small this may identify pupils. Numbers presented to governors</i> 67% of children met EXS
Children meet national standards in Writing.	National standards met <i>As numbers are small this may identify pupils. Numbers presented to governors</i> 28% of children met EXS
Barriers to learning are identified and staff work with the pupils and their carers to support the breaking down of the barriers.	Children meet targets in reading, writing and maths as a result of specific intervention approaches. Reading (Y1, 3, 4, 5) *includes 5 SEND: Writing (Y1, 3, 4, 5): Maths (Y1, 3, 4, 5): <i>As numbers are small this may identify pupils. Numbers presented to governors</i>
Children experience a broad range of enrichment and extra-curricular school events.	PP children have taken part in enrichment activities as part of school curriculum and have accessed extra-curricular activity.

	<i>July 25 – all PP children took part in school enrichment activities</i>
Attendance of PP pupils rises.	PP pupil attendance is above national attendance for all pupils. <i>(July 24 - PP 93.4% attendance – above national PP 91.7%. Just below national all pupils 93.8)</i>

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
N/A	
N/A	

Further information (optional)

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