

Tollerton pupil premium strategy statement for 2026/27

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

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	186
Proportion (%) of pupil premium eligible pupils	11/186 6%
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	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Mrs M Lucas
Pupil premium lead	Mrs M Lucas
Governor / Trustee lead	Annette Beaumont

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,610
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	£21,610

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 2026-2027 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	Pupil Premium pupils writing is impacted by limited range of vocabulary.
4	Typically, disadvantaged pupils do not access the wide range of enrichment and beyond-school experiences that non-PP pupils access.
5	Typically, some disadvantaged children have had lower attendance than non-disadvantaged.
6	Typically, some disadvantaged children may struggle to regulate their emotions and have poor mental health which impacts on their ability to learn

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 at least national standards for all pupils in phonics.	Children meet at least national standards for PP pupils and are typical to national for all pupils in phonics
Children meet at least national standards for all pupils in Y2 reading.	Children meet at least national standards for PP pupils and are typical to national for all pupils in KS1 for reading
Children meet at least national standards for all pupils in Y6 reading.	Children meet at least national standards for PP pupils and are typical to national for all pupils in reading
Children meet at least national standards for all pupils in maths.	Children meet at least national standards for PP pupils and are typical to national for all pupils in maths
Children meet national standards in Writing.	Children meet at least national standards for PP pupils and are typical to national for all pupils in writing
Pupil premium 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 such as trips and clubs.
Attendance of PP pupils rises to be above the National Average for pupil premium children and close to the National Average for all pupils.	Overall attendance among pupils eligible for PP improves so it is in line with national 'non-PP' pupils.
Children are happy and feel safe and ready to learn in school	Children report good mental health. Decrease in any behaviour incidents or concerns

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	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
Whole school CPD on effective instruction strategies to promote engagement, modelling and explaining	Tom Sherrington's Walkthrus EEF Research – High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1-3
CPD using trauma informed practice in school – zones of regulation, relational practice	Trauma Informed UK	5 and 6
CPD for teachers on effective strategies for teaching writing and planning effective English units of work. Purchase of Literacy Tree resources and CPD support. This to include high quality texts	EEF Research – https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1637857731 (Recommendation 2 and 3)	3

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

Budgeted cost: £8,610

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Phonics provision for children from Foundation to Year 2	EEF Research – phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
Nessy provision	https://www.nessy.com/uk/research-testimonials/research-evidence/	2
Emotional coaching with a TA	https://www.nu.edu/resources/social-emotional-learning-sel-why-it-matters-for-educators/ EEF - Emotion coaching	6
External provider to support work on emotional well being work (Forest school)	https://www.nu.edu/resources/social-emotional-learning-sel-why-it-matters-for-educators/	5 and 6
Purchase web-based programmes to support learning at home(TT Rockstars, Spelling Shed)	EEF – Parental engagement EEF – Digital technology	1,2,3

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Emotional coaching with a TA	https://www.nu.edu/resources/social-emotional-learning-sel-why-it-matters-for-educators/ EEF - Emotion coaching	5 and 6
Develop of outside spaces – such as den building to build resilience and well being	https://www.nu.edu/resources/social-emotional-learning-sel-why-it-matters-for-educators/	
Year 6 project focusing on resilience to get children secondary ready.		4, 5 and 6

Total budgeted cost: £ 21,610

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

A detailed analysis has been provided to governors and is contained with a school copy. This detail is not published on our website as it could lead to the identification of individuals due to our low number of PP pupils across school and in cohorts

Service pupil premium funding (optional)

For the academic year 2025/ 26 Tollerton Primary School did not have any Service Pupil Premium child.

Measure	Details
N/A	
N/A	