

# Tilbury Pioneer Academy

## Pupil Premium Strategy Statement 2025 - 2026

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 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	Tilbury Pioneer Academy
Number of pupils in school	398 (R-6) 447 (N-6)
Proportion (%) of pupil premium eligible pupils	173 : 43.4% (R-6)
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2026/2027
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Clare Hall, Head of School
Pupil premium lead	Lydia Stephenson, Deputy Head of School
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£267,755



Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£267,755

**Part A: Pupil premium strategy plan****Statement of intent**



Tilbury Pioneer Academy is situated in Tilbury [Borough of Thurrock], an area of considerable socio-economic deprivation [School Deprivation Index = 0.38].

Regardless of our context, our intention is that all pupils, irrespective of their background or challenges they face, develop as confident, aspirational, resilient, high-achieving, healthy, caring and fulfilled members of a diverse, truly fair, and equal community. It is particularly important to us that disadvantaged pupils make good progress and achieve high attainment across all areas of the curriculum, particularly in Maths and English.

As an academy our Academy Development plan has the following intentions, with the aim that support for disadvantaged pupils are catered for specifically through these intentions:

#### Intention 1: Teaching and Learning

Have high quality teaching in every lesson, every day.

#### Intention 2: Curriculum

Have access to a rich curriculum that develops active and thriving citizens within a diverse, truly fair and equal community.

#### Intention 3: Foundational Skills

Have opportunities to communicate thoughts and feelings through speaking and writing. Read fluently, with understanding for enjoyment and to gain knowledge. Use fluent arithmetic skills to tackle problems using mental and written methods

#### Intention 4: Culture

A culture that instils the GLC values and competencies, ensures skills and talents are recognised and develops active and thriving citizens.

#### Intention 5 Support Services

Be part of a Trust that makes effective use of centralised processes and back-office functions to empower schools to focus on improving the quality of education.

#### Intention 6: Reputation and Community

Be part of a Trust that delivers its stated mission, operates under an agreed set of values, improves upon its best and 'makes the weather' as a civic institution

#### Intention 7: Expansion and Growth

Be part of a strong Trust that explores opportunities for growth and expansion in order to develop our wider civic responsibility and advance education for the public good in the communities we serve.

#### Intention 8: Sustainability

A sustainability strategy to create the conditions for children, staff and parents to be active and thriving citizens who understand and contribute to protecting our planet

Our strategy is broken down into three strands that are rooted in research from the Education Endowment Foundation.

- **Strand 1 – High Quality Teaching and learning** - Quality first teaching and learning to close the attainment gaps.



- **Strand 2 – Targeted Academic Support** - Education Recovery, supporting students whose education has been disproportionately affected throughout the pandemic
- **Strand 3 – Wider Strategies** - remove potential barriers to learning and provide children with skills, opportunities and resources to achieve well; now and in the future.

By using robust data and collaborative approaches we are able to respond to the individual needs of our disadvantaged students. Our strategy strands complement each other and staff work quickly and effectively to ensure that;

- Disadvantaged students have high quality teaching across all areas of the curriculum as part of the universal offer.
- The strategy is focused on addressing barriers to ensure that all disadvantaged pupils, including the more able and those with SEND, make accelerated progress over time, addressing any learning deficits, in-order to achieve their academic potential and attain in-line with 'other pupils' nationally.
- Targeted academic support that links classroom teaching to structured academic tutoring has a positive impact on student progress by:
  - Planning activities to ensure each under-achieving disadvantaged pupil makes rapid progress;
  - Employing a wide range of teaching and learning strategies which promote the engagement of disadvantaged pupils and enables rapid progress across the curriculum
  - Setting ambitious targets for disadvantaged pupils in order to close the gap between themselves and their peers; ensuring they are ready for the next stage of their education
  - Tracking their data each half-term [or more frequently as necessary] and use other information such as question-level-analysis to plan interventions as appropriate
- Whole child challenges that negatively impact upon a student's academic progress and attainment are tackled quickly.

## Challenges

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

Challenge number	Detail of challenge
1	The majority of children (that did not attend our nursery,) enter Reception with starting points below expected levels with very few achieving age related expectations at the start of Reception.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	National data indicates that the gap between disadvantaged pupils and their peers is closing in English and Maths; there is no longer a whole school trend. However, what is clear is that disadvantaged pupils require significant intervention in order to meet national expectations in comparison to their peers. 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 and writers. Therefore, it is essential that we provide an environment which places a high priority on reading- both in school and at home.
4	Parental support for their children's learning can be challenging for all parents. Some parents are often unable to support their children's learning at home for a range of reasons, including lack of knowledge of the expectations of the curriculum, lack of strategies and ideas to support at home or personal low levels of literacy and numeracy.
5	Observations, tracking of vulnerable pupils and discussions with pupils and families indicate that there is an increased demand for advice and support related to social, emotional and mental health needs which are acting as barriers to learning. This is largely due to the considerable socio-economic deprivation and families with previous generations requiring support. The number of pupils who have required additional support with social and emotional needs in some way, has increased significantly and there is a need to support pupils in self-regulation, social interactions and how to demonstrate the core values and effective learning behaviours.
6	Attendance for TPA all students is 0.5% below National data. TPA Disadvantaged students are 1.3% above National Disadvantaged and 2% below TPA all. Our targeted attendance strategy remains a key focus of our current plan for disadvantage and the school development plan for 2025-2026. With targeted support of identified families our intention is to close the gap at TPA between disadvantaged students and their peers across the UK.



7	<p>Pupil discussions and work with our families suggest that there are often low aspirations regarding success within education. In turn, this creates a culture of underperformance and a general lack of understanding of the opportunities available to pupils beyond the local area and their own experiences, limiting future aspirations..</p> <p>Our challenge is to change these views, broaden horizons, through a wide variety of enrichment opportunities, and create confident pupils who drive their own learning and ambitions.</p>
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### 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
Have access to good quality teaching in every lesson, every day.	<p>The quality of education at each Progress Board is judged as follows [including the practice of teachers, LSAs and inclusion staff]</p> <p>TPA Good</p> <p>Rated as Good - Ofsted September 2022</p>
Improved attainment at the end of Reception in all aspects of learning among disadvantaged pupils.	<p>Ensure that all disadvantaged Good Level of Development is meeting or exceeding the national average and attainment is broadly in line with their peers.</p> <p>End of year targets secured for all disadvantaged pupils.</p>
Improved attainment and progress for disadvantaged students in Maths and English.	<p>Secure end of year targets for disadvantaged pupils in line with their peers.</p> <p>KS2 Maths and English outcomes in 2025/26 show that disadvantaged pupils are moving towards the national average of expected standard and more in line with their peers.</p>
Improved attainment and progress for Disadvantaged students in Reading and Phonics through the implementation of a trust wide strategy to develop, embed and sustain a pleasure for reading.	<p>Reduce gaps in progress and attainment in reading and Phonics for disadvantaged pupils in Year 1 Phonics screening, Reading Fluency and Reading assessments at EOY 2025/2026 in line with their peers.</p>
Develop speech, language, communication & vocabulary & attitudes to reading/home study	<p>Evidence of impact in Speech and Language Interventions.</p> <p>Demonstrate the progress of pupils in receipt of S &amp; L intervention year on year.</p> <p>Earlier identification of need evident in referrals.</p> <p>Evidence of impact in reading through targeted intervention, Keyworker provision and targeted use of attendance ambassadors.</p>
To close gaps and accelerate progress in basic skills (reading/times tables/spellings)	<p>Ensure progress and attainment in reading, writing and Maths in Year 2 and Year 6 end of year 2025/26 in line with their peers.</p>



Improved times table knowledge and gaps in basic skills such as reading and spelling of Common Exception words are in line with other pupils	KS2 Maths outcomes in 2025/26 to show that disadvantaged pupils are in line with the national average of expected standard. Outcomes are to also show MTC times table data are in line with national.
Improved metacognitive and academic independence among disadvantaged students across all subjects	Intervention provisions indicate a greater level of independence in learning by pupils. This finding is supported by homework / home reading completion rates across all classes and subjects. Ready to learn and independent study/ additional study access and engagement in all year groups.
Reduce social and emotional barriers to learning and improve wellbeing.	Impact of SEMH interventions: <ul style="list-style-type: none"><li>• qualitative data from student voice, student and parent surveys and teacher observations.</li><li>• Analysis of red and yellow zone data will show a reduction of Red and Yellow zone usage.</li></ul>
Pupils develop high aspirations and confident, ambitious young learners.	Barriers to learning are overcome enabling disadvantaged pupils to make accelerated progress from their starting points. In-year aspirational targets are achieved each year. Evidence from: <ul style="list-style-type: none"><li>• Pupil voice/surveys, parent surveys and teacher observations</li><li>• Have access to a curriculum that develops young people as confident, aspirational, resilient, high-achieving, healthy, caring and fulfilled members of a diverse, truly fair, and equal community</li></ul>
Improved parental engagement in supporting their children in making progress.	Parental attendance at Open Classrooms, workshops, performances, 'how to support your child's learning' information meetings, coffee mornings and other parent partnership opportunities increases.  Parental engagement with home learning and home reading improves (evidenced through improved figures across all year groups).  Parental feedback on survey is 80%+ positive
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	Secure and sustain high attendance in 2025 /26 demonstrated by: <ul style="list-style-type: none"><li>• the overall absence rate for all pupils to be in line or above national, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to under 1%.</li><li>• the percentage of all pupils who are persistently absent being at or below national average and the figure among disadvantaged pupils being in line with their peers.</li><li>• Barriers to attendance and incentives for attendance addressed through the Attendance Provision Plan Ambassadors.</li></ul>



GLC Tilbury Pioneer Academy

All Different: All Equal: Together, Improving Upon Our Best

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**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.

**Strand 1 Teaching (for example, CPD, recruitment and retention) Budgeted cost:**

£182,241

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions in each year group, targeting children for basic skills within reading and maths.	Strong evidence base that suggests interventions, including activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3
Training & development for teachers and learning support assistants leading the Read Write Inc phonics programme, 1:1 Fast Track interventions and Fresh Start phonics. Resources and development for parents to best support their child with phonic knowledge (the sounds that letters make) Use of RWI spelling programme to ensure the spelling of CEW increases throughout the year.	A whole-school approach to CPD using phonics to improve attainment at KS1 reading and ensure that all teaching is good or better. Aspirational targets for pupils in Reception, Year 1 and Year 2 are met, demonstrating good progress with the development of phonic knowledge.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</a> <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,7



<p>Targeted UDP [Underachieving Disadvantaged Pupils] are closely monitored and given a daily reading intervention to instil a love of reading. Strategies in class such as: Regular meetings, targeted questioning and book talk, maintaining high expectations and possibility thinking, explicit and verbal/written feedback. The implementation includes: cost of books, LSA secured time, review sessions and rewards for completion</p>	<p>In school evidence suggests that those children targeted in lessons improve their attainment and outcomes. Quality verbal feedback is vital:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/feedback</a></p> <p>Quality book talk suggests that this aids with comprehension and widens vocabulary:</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-reading-at-the-heartof-our-return-to-school">https://educationendowmentfoundation.org.uk/news/eef-blog-reading-at-the-heartof-our-return-to-school</a></p> <p>Blog research to aid a love of reading with disadvantaged pupils - book gifting:</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-wrapped-up-inreading-building-longevity-into-book-gifting">https://educationendowmentfoundation.org.uk/news/eef-blog-wrapped-up-inreading-building-longevity-into-book-gifting</a></p>	1,2,3,4,7
<p>Support UDPs in developing their capacity for metacognitive thinking by modelling it and promoting metacognitive talk in lessons. This will be developed through CPD sessions.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/metacognition-and-self-regulation-1">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 5
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff and targeted interventions.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/eef-social-and-emotional-learning-pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5,6,7
<p>YES futures is a personal development programme that equips selected disadvantaged Year 5 and 6 pupils with the essential skills needed to succeed inside and outside the classroom, preparing them for a successful transition to secondary school, through immersive extracurricular trips.</p>	<p>The evidence below shows that enrichment approaches can directly improve pupils' attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	6,7



Development of “hands-on” learning opportunities, including the provision of resources to parents	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a>	1, 2,3,5,7
Part funded inclusion staff	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic 2, 5 13 performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1,2,3,4,5,6,7
Part funded PP lead	Effective implementation of the disadvantaged strategy to achieve the intended aims linked to ‘The quality of education’, Behaviour & welfare & Personal Development. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a> <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning</a>	1,2,3,4,5,6,7

**Strand 2 Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 29,683

Activity	Evidence that supports this approach	Challenge number(s) addressed
The resourcing & implementation of universal & targeted approaches to address gaps/ underdevelopment speech, language & Communication. This includes targeted CPD for LSAs.	The evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families. Once early years provision is in place, improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising than increasing the quantity of provision (by providing extra hours in the day), or changing the physical environment of early years settings. (+5 months)	1,2, 3, 5
Subscription to language	Oral language interventions can have a positive	1,2,3



and speech/ language link programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. (use of 1-1 resources, Fast Track, Fresh start)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4
Part funding for Learning Support Assistant roles, provision and interventions Tablesticks interventions Speech & Language provision Herts for Learning  Other additional and different provisions SEMH intervention and support	Targeted pupils make accelerated progress from their starting points, improving in basic skills, bringing them in line with year group/termly expectations. This will reduce the gaps between disadvantaged and non-disadvantaged pupils attainment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>  As part of targeted intervention, identified vulnerable PP pupils are equipped with the strategies to make progress in line with their peers. <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a>  Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. <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, 2, 3, 5,6, 7
Resources and development for parents to best support their child with phonic knowledge (The sounds that letters make)	"Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language	1,3, 4



	or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy." (+4 months)	
Peer to peer Maths mentoring Year 6 students Autumn - Summer	Progress broadly in line with non PP peers in addition and subtraction. (an increase in attainment of 4+ months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/mathematics-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/mathematics-ks-2-3</a>	1,2,4,5
KS2 Holiday school, with a combination of maths and reading interventions as well as a focus on physical wellbeing.	There is some evidence that pupils from disadvantaged backgrounds can benefit from summer schools, where activities are focused on well-resourced, small group or one to one academic approaches: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a>	2, 3, 4, 7
Additional speed sounds sessions in the holidays, using the RWI phonics programme.	Evidence through robust assessment proves that pupils with additional sessions make accelerated progress: <a href="https://educationendowmentfoundation.org.uk/education-evidence/toolkit-strands/phonics">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 4

**Strand 3 Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 55,831

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funded Educational Welfare Officer & ATTendance officer	Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	1,2,3,4,5,6,7
Funds for public transport to support families with travelling to school in exceptional circumstances.	This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Build relationships to underpin long term improvement in attendance. <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-</a>	6
Incentives and rewards for improved attendance		6



	<a href="https://www.gov.uk/government/evidence-reviews/attendance-interventions-rapid-evidence-assessment">assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a>	
Pupil leadership roles & development: Head Boy/Girl & Deputies/ School Council/ Peer mentors/ Play Leaders/ Pupil Librarians/ Eco-warriors/ Sports Leaders/Attendance Champions	<p>Raising aspirations is often believed to incentivise improved attainment.</p> <p>Aspiration interventions tend to fall into three broad categories:</p> <ol style="list-style-type: none"><li>1. interventions that focus on parents and families;</li><li>2. interventions that focus on teaching practice; and</li><li>3. out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors.</li></ol> <p>The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.</p>	2,3,5,7
Whole staff CPD on behaviour management [through establishing expectations and the use of teacher walk-thrus] and anti-bullying approaches with the aim of developing our core values, 'Learning competencies' and improving behaviour across school.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(education endowmentfoundation.org.uk)</a></p>	1, 2, 3, 5,6
Curriculum enrichment opportunities & school visits. Opportunities such as: theatre visits, music events, local visits and many more. This also includes the following: School Trips and Resources Educational Visits Residential for Year 6 Royal Opera House links Artsmark	<p>Pupils are provided with rich cultural experiences as detailed.</p> <p>Pupils benefit from the opportunities provided as part of their wider life experiences. Pupils raise their aspirations and continue areas of interest.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	1, 2, 3, 5, 7
Subscription to the 'Brilliant Club' targeted towards more able disadvantaged pupils in years 5 and 6: - University seminars - University visit - Assignment - Graduation event	Pupils are provided with new experiences and opportunities which contribute to their wider life experiences. Pupils are motivated & engaged in learning experiences Pupils' knowledge, skills & understanding increased as a result of opportunities & experiences. <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a>	2, 3, 5, 6, 7
Yes Futures program targeted at Year 5 disadvantaged students	Pupils are provided with new experiences and opportunities which contribute to their wider life experiences. Pupils are motivated & engaged in	2, 3, 4, 5, 6, 7



	<p>learning experiences Pupils' knowledge, skills &amp; understanding increased as a result of opportunities &amp; experiences.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Subscription to the Pixl (Partners in Excellence) Programme	Gaps in pupil's learning & basic skills are effectively identified & filled through the use of Pixl resources. Teachers use Pixl resources as part of universal and targeted interventions to support teaching being consistently good or better.	1, 2, 3
ICT equipment and storage equipment to enable the effective implementation of the digital strategy, enabling all children [particularly those who are disadvantaged] to access work at home and support blended learning.	ICT can be the bridge between accelerated learning and continuous provision if used effectively: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a>	1, 2, 3,

**Total budgeted cost:** £267,755



## 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.

#### Disadvantaged pupils' attainment for the last academic year

##### Attendance EOY 2024/25

National All	TPA All	National Disadvantaged	TPA Disadvantaged
94.8%	94.3% -0.5%	92.3 % National	93.9% + 1.6%

Attendance for TPA all students is 0.5% below National data. TPA Disadvantaged students are 1.3% above National Disadvantaged and 2% below TPA all. Our targeted attendance strategy remains a key focus of our current plan for disadvantage and the school development plan for 2025-2026.

#### Early Years Profile - GLD

	Disadvantaged pupils	All	Difference	National 2023-24 (All pupils)
EYFS Profile GLD	70%	63%	+7%	67.7%

#### Analysis:

Disadvantaged pupils' attainment was above All TPA student data by 7% and 2.3% above national attainment for all pupils .

#### Next Steps

The children who did not achieve GLD, due to not achieving the expected level in Literacy and Number, therefore these continue to be areas in focus. Strategies to be implemented for writing include:

- Continued implementation of fine motor skills and letter formation.
- Use of models and scaffolding within the classroom, including topic specific word mats, sentence starters and multiple opportunities for oral rehearsal to build confidence.

Strategies to be implemented for Number include:

- Targeted interventions to support children in understanding number composition and being able to partition numbers in many different ways.

Year 1 Phonics	Disadvantaged pupils	All pupils	Difference	National 2022-23 (All pupils)
Year 1 Phonics	85%	93%	-8%	80%

#### Analysis:

Disadvantaged pupils' attainment was 5% above national attainment for all pupils and was below All TPA student data by 8%.



Year 2 Phonics	Disadvantaged pupils	All Pupils	Difference	National 2022-23 (All pupils)
Year 2 Phonics	93%	93%	0%	89%

**Analysis:**

Disadvantaged pupils' attainment was 4% above national attainment for all pupils and was in line with All TPA student data.

**Next steps:**

- Continue to target pupils through 1:1 mentoring by Learning Support Assistants and using the virtual classroom throughout the day.
- Continue twice daily focus on phonics through Read Write Inc sessions and speed sounds lessons each afternoon.
- Continue with personalised Ruth Miskin videos being sent home weekly and used for additional interventions delivered by the third teacher.
- Fred club targeted student intervention in the playground.

**MTC Year 4**

	Disadvantaged pupils	All Pupils	Difference	National 2023-24 (All pupils)
Year 4 MTC Achieving 25 marks	52%	54%	-2%	34%

**Analysis**

Disadvantaged pupils exceeded the national average of 2023/24 by 18% and were 2% below TPA all pupil data.

**Next steps**

- Continue to implement Math mania to identify particular tables in focus.
- Continue tablesticks and multiplication tables interventions.
- Continue with high expectations around TTRS engagement and use of class and cross school competitions to promote this.
- Peer mentoring through precision teaching of timetables facts and the related division facts.
- Continue to use UR Brainy for weekly MTC practice.

**Key Stage 2**

	Disadvantaged pupils	TPA All pupils	TPA Difference	National (All pupils)
End of Key Stage 2 attainment <b>Expected +</b>	Reading	82%	76%	+6% 75%
	Writing	82%	83%	-1% 72%
	Maths	82%	86%	-4% 74%
	Combined	68%	66%	+2% 62%
	Disadvantaged pupils	TPA All pupils	TPA Difference	National (All pupils)
End of Key Stage 2 attainment <b>Greater Depth</b>	Reading	29%	27%	+2% 8%
	Writing	18%	19%	-1% 13%
	Maths	38%	37%	+1% 24%



	Combined	15%	15%	0%	8%
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### Analysis:

Reading – Disadvantaged pupils' attainment at Expected was above TPA all pupils by 6% and above national attainment for all pupils. Attainment at Greater Depth was above TPA all pupils by 2% and above national attainment for all pupils.

Writing – Disadvantaged pupils' attainment at Expected was below TPA all pupils by 1% and above national attainment for all pupils. Attainment at Greater Depth was below TPA all pupils by 1% and above national attainment for all pupils.

Maths – Disadvantaged pupils' attainment at Expected was above TPA all pupils by 1% and above national attainment for all pupils. Attainment at Greater Depth was above TPA all pupils by 1% and above national attainment for all pupils.

Combined Reading, Writing and Maths - Disadvantaged pupils' attainment at Expected was above TPA all pupils by 2% and above national attainment for all pupils. Attainment at Greater Depth was in line with TPA all pupils and above national attainment for all pupils.

### Next steps:

Target disadvantaged pupils in Year 5 who have academic potential will be targeted through The Scholar's Programme/ brilliant club and the Finding Futures program.

#### Reading:

- Continued focus on developing reading strategies through interventions.
- Staff supporting reading interventions to be retrained to ensure consistency of delivery.
- Continued focus on reading fluency and interventions to develop this.
- Promote and celebrate daily reading, encouraging a love of reading through Special Interest Child and whole school reading for Pleasure strategy..

#### Writing:

- Specific focus on spelling through daily lessons.
- Targeted use of focused Spelling interventions and other interventions including PiXL therapies.
- Additional grammar starters included in daily literacy lessons and grammatical concepts targeted throughout all English lessons.
- Continue to use pupil conferencing to ensure pupils know what they need to achieve.

#### Maths:

- Targeted interventions of underperforming disadvantaged students by specialist numeracy advocate
- Regular and targeted use of TTRS and timetables tests, including related division facts.
- Targeted provision for more able mathematicians (A1 & A2) in order to address individual gaps through adult-led intervention and targeted self-study.
- Peer mentoring by Year 10 pupils for targeted B1, disadvantaged pupils.

#### Wider impact

- Reading fluency interventions show improved outcomes for all pupils.
- Pupils who have received interventions have improved in their raw scores in test papers across the academic year.
- Pupils are provided with rich cultural capital experiences through the wide range of visits and trips accessed through our curriculum and the extra-curricular opportunities offered.



- Pupils' aspirations continue to be raised to develop a broader range of areas of interest outside of school through enrichment and sporting clubs made available to them.

**Externally provided programmes**

Programme	Provider
The Scholars Programme Year 5	The Brilliant Club



Finding Futures  
Year 5

Yes Futures

### Further information (optional)

#### Context/General points for implementation:

- The current data picture across the academy demonstrates that disadvantaged pupils are attaining close to their non-disadvantaged peers in reading, writing & maths, however the gap is inconsistent across year groups.
- The attainment gap between disadvantaged pupils & their non-disadvantaged peers will only be addressed if we strategically intervene, maintain a culture of 'possibility thinking' and strike the right balance of support & challenge for pupils and parents/carers.
- The progress & attainment of specific Underperforming Disadvantaged Pupils [UDPs] needs to be a standing agenda on weekly core team minutes – the subject and pupils in focus will be decided by the phase/year group leader. The impact of previously agreed teaching & learning strategies & actions will be evaluated and refined to ensure maximum impact on pupil progress.
- The disadvantaged strategy is shared with all staff so that everyone understands their roles and responsibilities.
- Where appropriate, continuous professional development refers to teaching & learning strategies which support with driving progress for UDPs.
- The disadvantaged tracking document is maintained in-line with school cycle: DDPP [Data Driving Pupils Progress] meetings, target setting and review meetings, provision for UDPs [interventions, targeted support], etc
- Teachers & support staff receive regular feedback on the effective implementation of the disadvantaged strategy, sharing good practice during weekly Teaching & Learning briefings.

#### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around teaching and learning and feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

#### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had /did not have the degree of impact that we had expected. There has been a strong focus on Disadvantage provision and impact on attainment and progress in 2024-2025 and will continue to be the case through the School Development Plan from 2025-2026.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by

socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.