



# Pupil Premium Strategy Statement

## Tittensor CE (VC) First School

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	77
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2025/2026 to 2028/2029
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	<i>Gail Craig</i> , Headteacher
Pupil premium lead	<i>Hannah Mosley</i> , Assistant Headteacher
Governor / Trustee lead	<i>Sarah Woolley</i> , Lead for Disadvantaged Pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,340
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£14,340

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	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.
2	Internal and external assessments indicate that attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils.  On entry to Reception class in the last year, between 100% of our disadvantaged pupils arrive below age-related expectations compared to 20% of other pupils. This gap remains steady to the end of Year 4.
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.  ELSA referrals for support remain relatively high. 12 pupils (5 of whom are disadvantaged) currently require additional support with social and emotional needs.
4	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 2% lower than for non-disadvantaged pupils.  3.81% of disadvantaged pupils have had unauthorised absences compared to 2.99% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
Phonics - To achieve at least National Average expected standard in Phonics Screening	To ensure all Foundation Stage, key stage One and Two (as appropriate) staff are fully equipped to assess Phonics to PP and all groups. Use of consistent assessment in Key Stage 2 as appropriate to support children needing phonics intervention as appropriate. Quality staff CPD – Little Wandle extensive training for all staff new to school and Key Stage

Improved reading attainment among disadvantaged pupils.	<p><b>Year 1 phonics Screening 2026- 87.5% WA</b></p> <p><b>Year 2 Phonics Screening 2026 – 100% WA</b></p> <p><b>Reading outcomes in 2025/26 show that 75% of disadvantaged pupils met the expected standard. (8% GD)</b></p> <p>To develop children’s confidence and love of reading across the curriculum. Teachers develop approaches and opportunities for reading widely across the curriculum – reading ambassadors, non-fiction text displays in class</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul> <p><b>2025/26: 0 reports of bullying</b></p> <p><b>All DA chn have accessed at least 3 enrichment activities</b></p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being 5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.</li> </ul> <p><b>2025/26 Attendance for DA – 92.2% (Whole school- 95.6%)</b></p> <p><b>UA – 0.8% (Whole school – 0.7%)</b></p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1

<p>Reading – Impact on reading skills for all disadvantaged pupil</p>	<p>To develop children’s confidence and love of reading across the curriculum. Teachers develop approaches and opportunities for reading widely across the curriculum – reading ambassadors, non-fiction text displays in class</p> <p>EEF – Mastery learning – Toolkit – September 2021  EEF Improving literacy in Key Stage 2 Nov 2021 EEF Toolkit Reading Comprehension Strategies – July 2021 DFE The Reading Framework 2023</p>	<p>1,2,3</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£10,140**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Little Wandle phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	<p>1</p>
<p><b>Catch up / Interventions Pre/Post teaching Teacher and TA led</b></p> <p>To use identified Gaps In Learning to support individual / groups of pupils to ‘catch up’ in Reading, Writing and Maths using specific activities that meet the needs of the individual or group.</p>	<p>To identify areas of greatest need for PP children and plan interventions accordingly. Introduce targeted Intervention Programmes. Provide support for children in class in order to allow them to access all lessons and make accelerated progress.</p> <p>Pupil Premium children are effectively supported by an adult to facilitate access to the full curriculum - In class intervention activities designed to close gaps for all students below expected progress and disadvantaged students (quality first teaching.)</p> <p>EEF Toolkit - Small group tuition EEF Toolkit – Teaching Assistant interventions EEF Making the best Use of Teaching Assistants</p>	<p>1,2,3,4</p>

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

Budgeted cost: £2,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>All</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL (ELSA) approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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>To provide pastoral care, support for vulnerable families and boost attendance figures.</p> <p>To provide Social and Emotional support to all Pupil Premium children in need of this support.</p> <p>To subsidise after school clubs and offer Rocksteady music lessons.</p> <p>Targeted specialist emotional / wellbeing support (ELSA sessions). Embedding of Mental Health worker in school one day a week to deliver workshops to staff, parents and pupils, work one to one with identified pupils and families and regular informal 'drop in' coffee mornings.</p> <p>Senior Mental Health Lead to liaise with Headteacher, staff and parents to identify early need and signpost to</p>	<p>2, 3, 4</p>

	<p>appropriate support Increased focus on Parental engagement in school – improve the visibility of Governors to parents, improve access and communication for EAL families.</p> <p>EEF Toolkit – Social and Emotional Learning EEF Improving social and emotional literacy in Primary Schools EEF Social and Emotional Learning EEF Working with Parents to support children’s learning EEF toolkit Parental Engagement Gov UK – Promoting and Supporting Mental Health in Schools 2024 <a href="https://www.gov.uk/guidance/mental-health-and-wellbeingsupport-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeingsupport-in-schools-and-colleges</a></p>	
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**Total budgeted cost: £14,340**

## Part B: Review of the previous academic year 2025/26

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national data and our own internal summative and formative assessments.

The data demonstrated that 75% of disadvantaged chn are working at the expected level in Reading, writing and maths.

Of the 75%, in reading 8% are working at GDS in reading.

Year 1 phonics Screening 2026- 87.5% WA

Year 2 Phonics Screening 2026 – 100% WA

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that all child voice questionnaires have recorded positive changes in the wellbeing and mental health of disadvantaged chn.

Rocksteady music lessons have greatly improved the confidence of disadvantaged chn and offered them a chance to perform to the wider community in a Rock Band.

ELSA session for disadvantaged chn have shown positive improvement in chn's wellbeing – pupil voice affirms this.

2025/26: 0 reports of bullying

All DA chn have accessed at least 3 enrichment activities.

2025/26 Attendance for DA – 92.2% (Whole school- 95.6%)

Unauthorised Attendance for DA – 0.8% (Whole school – 0.7%)

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

### Externally provided programmes

Programme	Provider
Music Tuition	Rocksteady
Team Building	Bee Active

## Further information

### **Additional activity**

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

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- 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 not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several 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.