

Pupil Premium Strategy: Tannery Drift First School September 2025

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	318
Proportion (%) of pupil premium eligible pupils	6.9%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	31/12/2025
Date on which it will be reviewed	September 2026
Statement authorised by	Anna Greetham
Pupil premium lead	Rosalind Torres
Governor / Trustee lead	Maria Hall (2024-2025) Trajche Boshkov (2025-2026)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,390
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£39,390

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, thrive in our care and make good progress, both socially and academically.

We have a strong focus on progress for all pupils and we are mindful of our vulnerable children and the additional challenges that they may face. This includes, but is not limited to, pupils in care or who were previously looked after, young carers and those known to Children's Services. Our rigorous and robust monitoring of teaching ensures that quality first teaching approaches are embedded consistently to tackle any attainment gaps arising between disadvantaged pupils and their peers. Close, regular monitoring of vulnerable groups, with triangulated conversations between senior leaders, teachers and teaching assistants leads to bespoke packages of intervention, which are carefully targeted and evaluated to ensure strong outcomes for pupils that are linked to our financial decision making.

We are mindful of the well-being needs of our disadvantaged pupils and acknowledge that, whilst there are universal areas of need that can be met through well-thought-out policies and pro-active provision, there will also be individual needs that will require a personalised approach. This informs our decision to invest both in-house with our well-being lead who is also our own Family Support Worker as well as buying in the external services of a local Family Support Worker who works with families with children across different schools in the area.

We also recognise that our vulnerable pupils may not have access to a wide range of extra-curricular activities. To mitigate this for pupils in receipt of the Pupil Premium Grant we subsidise wider opportunities, such as residential trips and educational visits. We seek whole-school opportunities, such as our broad music offer, which includes all pupils and invests in their cultural capital. We proactively promote opportunities, such as clubs, to our disadvantaged children and consider the provision at play and lunchtime to facilitate attendance and engagement for pupils who are unable to join before and after school activities.

Our approach responds to both shared challenges and individual needs, grounded in thorough and inclusive assessments. While it is designed to support children entitled to pupil premium funding, the strategies we use also benefit non-disadvantaged children.

Challenges

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

Challenge	Assessments, observations, and discussions with pupils indicate that many children entitled to PPG:
1	have multiple vulnerabilities.
2	have underdeveloped oral language skills and vocabulary gaps, evident from Reception through to KS2.
3	have greater difficulties with reading than their peers.
4	attainment in writing that is significantly below that of non-disadvantaged pupils.
5	have identified social and emotional issues.
6	historically poor attendance.

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
Good or better progress made by all PPG pupils across the curriculum.	100% of PPG pupils make good or better progress from their starting point in Reading, Writing and Maths.
All multiple vulnerabilities are addressed by proactive intervention, where appropriate.	100% of PPG children with additional vulnerabilities (SEN/ESOL) are fully supported with a comprehensive package of intervention in place.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Reading outcomes show that an increased number of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school,	Sustained high levels of wellbeing, demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations

particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance & punctuality demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils to decrease term on term, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

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

Budgeted cost: **tbc**

Activity	Evidence that supports this approach	Challenge addressed?
Streaming phonics in Year 1 and 2 & phonics Interventions. High quality teaching, assessment and a curriculum which responds to the needs of pupils.	Streaming allows for precision targeted differentiation that allows pupils to make accelerated progress. It also allows for an improved teacher:pupil ratio, ensuring that children can be supported and challenged. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 3, 4
Provide high quality tailored writing approaches in English.	It allows for smaller groups which promotes closer monitoring of success, progress and barriers to learning. The adults become experts in each child's learning journey. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4,5
Continued induction for staff new to teaching at TDFS.	The school offers continued induction for teachers new to the school as well as to ECTs and recently qualified teachers. This provides a scaffold for new teachers to rapidly improve their skill set leading to better teaching and learning outcomes for the children.	1,2,3,4,5,6
Enhancement of our English teaching and curriculum planning in line with HfL Essentials.	Adhering to mastery approaches, all children (Reception > Year 4) will follow Essentials English with additional opportunities for children working at Pre Key Stage standard.	3, 4
Provide bespoke packages of support to develop Emotional Literacy and access to enrichment opportunities.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,	5,6

	attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	
Early Identification SpLD strategies, including Wellcomm training for staff to ensure assessments and intervention is interpreted and administered correctly.	Wellcomm indicates areas for development for individual pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2,

Targeted academic support

Budgeted cost: tbc

Activity	Evidence that supports this approach	Challenge addressed?
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, curriculum learning.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	2,3,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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. Phonics Teaching and Learning Toolkit EEF	2,3,4
Additional reading opportunities	Support staff are timetabled to provide additional 1:1 and group opportunities, including at Breakfast Club and After School Club, and reading to a Therapy Dog.	2,3,5

Wider strategies

Budgeted cost: tbc

Activity	Evidence that supports this approach	Challenge addressed?
Whole staff training on Therapeutic Thinking approaches	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	1,5
Social, Emotional, Mental, Health (SEMH) interventions	Whole staff training on mental health and ACEs supports early recognition and intervention of vulnerable pupils. We have trained staff in a range of approaches to support SEMH needs of individuals and/or groups, e.g. Brick Club. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	5
Embedding principles of good practice set out in the DfE's guidance on <u>working together to improve school attendance</u> .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Enhanced curriculum offer (sport/music)	We offer a comprehensive music programme, so that over their time in school all of our children will benefit from tuition in singing, music and a range of instruments taught by a variety of professionals. All of our children are able to access this enhanced curriculum throughout their time at our school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5,6
Subsidised extra-curricular activities	We do not want any child to miss out on the wider offer of extra-curricular activities due to financial concerns and constraints. We support our disadvantaged families to ensure that costs can be met for special school activities, visits and residential trips so that no one misses out. We have found that this has enabled children to access these opportunities, widening their cultural capital and ensuring that no one is left out of the cohort experience. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1,2,3,4,5,6

Total budgeted cost: tbc

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

The data demonstrated that:

Reception:

6 of 60 children in our reception received Pupil Premium Funding, 5 of the 6 achieved the GLD – 100% made at least expected progress from their nursery baseline; with multiple children making accelerated progress to achieve this.

Year 2:

2 of 8 disadvantaged children achieved ARE in Reading, all pupils made at least expected progress.

1 of 9 disadvantaged children achieved ARE in Writing, all made at least expected progress.

3 of 9 disadvantaged children achieved ARE in maths, all made at least expected progress.

Year 4

Of the 10 disadvantaged children, 3 were also SEN:

6 pupils made accelerated progress across the Key Stage - 6 children achieved ARE in Reading.

In writing, 4 children made accelerated progress across the Key Stage, 5 children achieved ARE.

In maths, 4 children made accelerated progress across the Key Stage, including one achieving GDS. 5 children achieved ARE.