

Pupil premium strategy statement – Tilstock CE Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	102
Proportion (%) of pupil premium eligible pupils	19.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026 – 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Rowena Kaminski
Pupil premium lead	Rowena Kaminski
Governor / Trustee lead	Tim Hulmes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 30,300
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 30,300

Part A: Pupil premium strategy plan

Statement of intent

At Tilstock CE Primary School, our ultimate aim is to ensure that every disadvantaged pupil has the same opportunities to succeed as their peers. We are committed to closing the attainment gap so that all pupils achieve age-related expectations in reading, writing, and mathematics. This is fundamental to enabling them to access the full breadth of the curriculum and develop the skills they need for future success.

We strive to create a learning environment where pupils can “know more, remember more, and do more.” By building strong foundations in knowledge and understanding, we prepare children for lifelong learning and equip them with the tools to apply their learning confidently and creatively.

Beyond academic achievement, we place a strong emphasis on fostering confidence, resilience, and independence. These qualities are essential for pupils to thrive both in school and in life. Every child should feel valued, safe, and included, and this commitment is reflected in our school values: **Hope, Nurture, Joy, Respect, Aspire, Achieve**. These values underpin everything we do and guide our approach to supporting disadvantaged pupils.

Finally, we aim to prepare pupils for the next stage of their education by developing key executive function skills such as focus, working memory, and adaptability. Alongside this, we nurture positive attitudes to learning, ensuring that pupils leave Tilstock with the ambition and self-belief to achieve their full potential.

Our strategy aligns with the DfE’s tiered approach and Tilstock’s inclusive ethos:

High-Quality Teaching (Tier 1)

- Embedding Quality First Teaching and Rosenshine principles in every lesson.
- Using adaptive teaching strategies (e.g., Teach Like a Champion techniques) to ensure all pupils access the curriculum.
- Prioritising retrieval practice, spaced learning, and vocabulary development to strengthen long-term memory.

Targeted Academic Support (Tier 2)

- Implementing evidence-based interventions (e.g., Read Write Inc for phonics, small-group maths tuition) for pupils below age-related expectations.
- Scheduling timely, data-driven interventions (15–30 minutes, 3x/week) to help pupils keep up, not catch up.
- Using Pupil Progress Meetings to monitor impact and adapt provision.

Wider Strategies (Tier 3)

- Supporting attendance and engagement through positive relationships and parental communication.
- Providing social, emotional, and wellbeing support to remove non-academic barriers.
- Offering enrichment opportunities (arts, outdoor learning) to build confidence and cultural capital.

This plan is underpinned by high expectations for all, inclusive planning, and collaboration with families and specialists.

Key principles of our strategy plan

- **Values-Driven:** Every decision reflects our commitment to Hope, Nurture, Joy, Respect, Aspire, Achieve.
- **Early Identification & Timely Support:** Use diagnostic assessment to spot gaps early and act swiftly.
- **Quality First Teaching First:** Ensure strong classroom practice before layering interventions.
- **Evidence-Informed:** Select approaches from the DfE's menu and EEF guidance.
- **Inclusive & Aspirational:** Never lower expectations; adapt teaching to meet diverse needs.
- **Collaborative & Transparent:** Engage staff, families, and pupils in planning and review.
- **Monitoring & Evaluation:** Track impact regularly using both quantitative and qualitative data.

Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged pupils enter EYFS and KS1 with poor oral language skills and limited vocabulary, often due to disrupted early education and reduced pre-school experiences.
2	Increased referrals for emotional support and safeguarding needs have been noted since the pandemic. Some pupils have experienced adverse childhood experiences or trauma, impacting their readiness to learn.
3	Limited parental confidence and financial constraints reduce opportunities for reading at home and engagement with homework. Some families struggle to provide educational support.
4	Many pupils at Tilstock join mid-phase, often with low starting points and unmet needs from previous schools. This reduces the time available to accelerate progress before statutory assessments.
5	Restricted access to specialist services and fewer local opportunities for cultural capital development can widen gaps for disadvantaged pupils.

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
------------------	------------------

Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations show significantly improved oral language, triangulated with evidence from lesson engagement, book scrutiny, and ongoing formative assessment.
To achieve and sustain improved social and emotional skills and wellbeing for all pupils, particularly disadvantaged pupils.	Qualitative data from pupil voice, parent surveys, and teacher observations indicate high levels of wellbeing. Behaviour and safeguarding records on CPOMS show reductions in concerns. Boxall Profiles demonstrate improved social/emotional skills following targeted interventions.
Improved attainment in reading, writing, and maths among disadvantaged pupils.	KS2 outcomes show at least 75% of disadvantaged pupils meeting the expected standard in combined reading, writing, and maths—at or above national averages.
Increased engagement in reading at home and home-learning for disadvantaged pupils.	Tracking shows engagement levels for disadvantaged pupils are in line with non-disadvantaged peers.
Equal access to enrichment opportunities, equipment, healthy food, and uniform for all pupils.	All Pupil Premium pupils attend school trips and residential visits. Pupils have correct uniform and equipment to support learning. Disadvantaged pupils participate in wider school life, including extra-curricular clubs and events.

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: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD and coaching on Quality First Teaching (Rosenshine; Teach Like a Champion routines; adaptive teaching; retrieval practice). Includes release	DfE menu prioritises high-quality teaching and PD as the strongest lever for disadvantaged pupils; EEF shows effective feedback, metacognition, and explicit instruction yield high impact when implemented well. (DfE, 2025, pp. 5/6.pdf); EEF Teaching & Learning Toolkit).	2 (SEMH readiness),

time for instructional coaching & peer observations.	CPD & instructional coaching release: £6,000	
Phonics and early reading strengthening (top-up CPD for new staff, RWI development day; coaching; decodable books).	DfE Reading Framework and EEF evidence support systematic synthetic phonics and explicit vocabulary instruction , especially for disadvantaged learners (DfE Reading Framework.pdf, p.7 refs); EEF Phonics). Phonics (RWI development day, coaching, decodable texts): £3,000	1 (language), 3 (literacy gaps), 4 (home reading)
Maths Mastery & diagnostic assessment (NCETM/Maths Hub projects; staff release; Number Sense/Fluency resources; use of diagnostic tools).	DfE endorses mastery and diagnostic assessment to identify needs; EEF Improving Mathematics guidance highlights structured fluency and problem-solving progression (DfE, 2025, pp. 5–7, 9–12.pdf); EEF KS2/KS3 Maths guidance). Maths mastery & diagnostics (resources + release to engage SHAW Maths Hub): £3,000	3 (numeracy gaps), 6 (late arrivals)
Recruitment/retention support (cover time to complete NPQs; mentoring/coaching program for ECTs).	DfE menu explicitly includes supporting recruitment and retention via cover time for PD/NPQs; strong induction/coaching secures consistent QFT (DfE, 2025, p. 6.pdf)). Recruitment/retention (NPQ cover / mentoring): £1,000	6 (mobility), 2 (SEMH), 3 (gaps)

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

Budgeted cost: £9,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring (KS2) in reading & maths (1:3 small-group, 12–15 weeks; priority to late joiners and below ARE; tightly scheduled to avoid core lessons).	DfE highlights tutoring as highly effective; EEF finds 1:1 and small-group tuition add 4–5+ months when well-targeted and quality-assured (DfE, 2025, p.8.pdf); EEF One-to-one; EEF Small-group). School-led tutoring (staffing/cover/materials): £6,000 Oral language (NELI resources and staff time): £1,500	3 (gaps R/W/M), 6 (late arrivals), 7 (complex needs)
Structured phonics boosters (daily 20-min for identified pupils; fidelity to SSP; tracked over 8–12 weeks).	EEF shows targeted phonics boosters effective when consistent and time-bound; aligns to DfE validated SSP expectation. (EEF Phonics; DfE, 2025, p.7.pdf)). Phonics boosters (training + release + materials): £1,000	1, 3, 4

<p>TA-delivered, teacher-designed maths fluency/intervention (catch-up facts/procedures; precision teaching; weekly review at PPMs).</p>	<p>EEF notes well-trained TA deployment within teacher-led frameworks improves outcomes; structured interventions show moderate-high impact when implemented with fidelity (EEF Teaching Assistants guidance).</p> <p>TA-led maths fluency/precision teaching (training/resources): £1,300</p>	<p>3 (numeracy gaps), 6 (late arrivals)</p>
---	--	---

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

Budgeted cost: £7,500:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA/Nurture UK & trauma-informed practice refresh (supervision, top-up training; structured nurture groups for late joiners).</p>	<p>DfE menu includes supporting pupils' social, emotional and behavioural needs; EEF finds behaviour/SEMH approaches can improve engagement and learning climate when school-wide</p> <p>(DfE, 2025, p.6–7.pdf); EEF Behaviour/SEMH).</p> <p>ELSA/Nurture/trauma-informed training & supervision: £3,000</p>	<p>2 (SEMH), 6/7 (late joiners/complex needs)</p>
<p>Attendance & belonging (meet-and-greet, 'belonging' pathways for mid-phase admissions/soft landings; targeted parent contact; attendance incentives aligned to DfE guidance).</p>	<p>DfE points to Working Together to Improve School Attendance; holistic attendance strategies reduce PA, especially for disadvantaged pupils (DfE, 2025, p.7.pdf).</p> <p>Attendance & belonging (materials/incentives/admin time): £1,000</p>	<p>2 (SEMH), 6 (mobility)</p>
<p>Parental engagement & home learning (coffee mornings; reading workshops; homework support club; targeted book packs for PP).</p>	<p>EEF notes parental engagement adds ~4 months; practical workshops/resources improve reading practice at home</p> <p>(EEF Parental engagement).</p> <p>Parental engagement & homework club (resources + staffing): £2,000</p>	<p>4 (home learning), 1 (language)</p>
<p>Access to enrichment, uniform, and transport subsidies (trips/residentials/clubs; breakfast support where needed).</p>	<p>DfE allows enrichment and breakfast under wider strategies; removing practical barriers improves attendance and engagement (DfE, 2025, p.6.pdf).</p>	<p>5 (resources), 8 (rural access), 2 (SEMH)</p>

	Enrichment/uniform/transport subsidies (contingency): £1,500	
--	--	--

Total budgeted cost: £30,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The pupil premium strategy at Tilstock CE Primary School for 2024–25 aimed to address key barriers for disadvantaged pupils, including poor language skills, social and emotional difficulties, gaps in literacy and numeracy, limited home learning support, and restricted access to enrichment opportunities. Our approach combined targeted interventions in phonics, reading, writing, and maths with wellbeing support, parental engagement initiatives, and funding for resources and enrichment.

Assessment Sources

- National assessments: EYFS Good Level of Development (GLD), Year 1 Phonics Screening, KS2 SATs, and Year 4 Multiplication Tables Check.
- Internal summative and formative assessments: Teacher assessments, phonics tracking, Accelerated Reader data, and maths fluency checks.
- Wider indicators: Attendance records, behaviour logs (CPOMS), Boxall Profiles, and pupil/parent voice surveys.

Summary of Outcomes

Early Years & KS1 Success:

- EYFS: 100% of disadvantaged pupils achieved a Good Level of Development, significantly above national averages.
- Year 1 Phonics: 50% of disadvantaged pupils met the expected standard, up from 0% earlier in the year.
- These improvements reflect the impact of early language interventions, phonics training, and curriculum-focused support.

KS2 Outcomes:

- Only 16% of disadvantaged pupils achieved the expected standard in combined reading, writing, and maths, compared to the strategy target of 75%.
- Writing and GPS outcomes were particularly low (0% at expected standard), and maths was 16%.
- Despite tutoring and targeted support, interventions may have been introduced too late or lacked sufficient intensity for pupils joining mid-phase.

Maths Fluency:

- Year 4 Multiplication Tables Check showed improvement overall (53% on track for full marks, up from 28%), but disadvantaged pupils continued to lag, indicating a need for more focused fluency support.

Wellbeing & Inclusion:

- Behaviour incidents and safeguarding concerns decreased significantly.
- Attendance for disadvantaged pupils was in line with non-disadvantaged peers.
- Nurture support, Zones of Regulation, and family engagement contributed to improved wellbeing and inclusion.

Analysis of Strategy Impact

What worked well:

- Early interventions in EYFS and KS1 (language, phonics, early literacy).
- Wellbeing and behaviour strategies, including nurture and parental engagement.
- Attendance improvements and reduced safeguarding concerns.

What needs improvement:

- KS2 academic outcomes remain significantly below target.
- Interventions for older pupils need to start earlier and be more intensive.
- Greater focus on maths fluency and writing skills for disadvantaged pupils.
- Bespoke SEND-led training and targeted support for PP pupils with complex needs.

Are we on target?

We are on track for early years and wellbeing outcomes, but not on track for KS2 attainment targets. Closing the gap for older disadvantaged pupils will require a revised approach in 2025–26, prioritising earlier intervention, structured tutoring, and enhanced parental engagement.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils



Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.