

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2027 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	Tilney All Saints Primary School
Number of pupils in school	76
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 2026 2027
Date this statement was published	July 2025
Date on which it will be reviewed	July 2027
Statement authorised by	LGB
Pupil premium lead	Dawn Liddle
Governor / Trustee lead	Barbara Burton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,801.67
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	£21,801.67
If your school is an academy in a trust that pools this funding, state the amount available to your school this	

academic year	
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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 achieving high attainment and are quick graspers.

The individual needs of the children within the pupil premium group have been considered carefully so that the activities within this statement support their need, regardless of whether they are disadvantaged or not.

We place huge importance on quality first teaching, which enables teachers to support children where they need it most. This is proven to have the greatest impact to support the most children within the school.

Our approach is to address common challenges and individual needs, alongside ensuring that assessment is robust and accurate.

Challenges

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

Challenge number	Detail of challenge
1	Children have limited life experiences and opportunities.
2	Children lack confidence and self-esteem.
3	Children are not secure with emotions and how to regulate their feelings
4	Children's oral language skills and vocabulary have gaps.
5	Children have many external services involved, which require information sharing.
6	Safeguarding incidents require reporting and recording.

7	Children do not attend school as regularly as we would like.
8	Children's knowledge is limited in various areas of the curriculum.

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
To broaden life experiences and opportunities	Children will be able to take part in extra-curricular activities with their peers which they would not normally have access to.
To improve children's confidence and self-esteem.	Well-being for disadvantaged children will improve, which will be shown through teacher observations, pupil voice, increased participation in enrichment activities.
To improve children's knowledge and understanding of their feelings and how to regulate emotions.	Children will have fewer negative emotional outbursts and will be able to rationalise feelings. They will understand why they are reacting as they do and will be able to verbalise when they are feeling dysregulated.
Improve children's oral language skills and fill in vocabulary gaps.	Assessments and observations will indicate improved oral language amongst disadvantaged pupils.
Ensure that all external services involved with a child are kept up to date with information through meetings, reports and timely communication.	External services will be provided with all of the necessary details and information for disadvantaged children. Staff will be prepared to readily talk in detail about individual children and their needs.
Ensure that all safeguarding incidents are logged by any member of staff and that these are dealt with in a timely manner.	All members of staff will log concerns and incidents on a computerised safeguarding programme, which will ensure that timelines for all children will be accurate and secure.
Children will attend school more frequently.	Good attendance will be sustained for children within the pupil premium group, with funding used to provide transport where necessary for individual children to ensure they attend school.
Children will have a better knowledge and understanding of subjects within the curriculum	Improved outcomes across the curriculum for disadvantaged children, including reading, writing and maths.

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.

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Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed instructional coaching for all teaching staff, with a dedicated timetable including bi-weekly meetings. Broaden the amount of staff leading instructional coaching across both schools.	Teachers will discuss bi-weekly targets for their own practise, using the granular approach. The children will benefit from more structured routines alongside enhanced teaching and learning time. https://www.instructionalcoaching.com/research/	8
Staff Practice will focus on supporting key areas to improve outcomes for children. Key areas will be determined through drop in sessions and coaching discussions.	Rigorous staff training and implementation will ensure continuity for phonics teaching. This will lead to children being able to communicate more effectively and having a better understanding of letter sounds; enabling better outcomes for the children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics By having a member of staff trained in Forest School learning, children will be able to have maximised outdoor learning opportunities and build on new physical skills as well as enhanced teaching/learning about working collaboratively. https://www.forestschoolltraining.co.uk/forest-school/research/	1, 2, 8
Purchase a technology based maths programme to engage and motivate children, alongside supporting the teaching and planning of mathematics.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the teaching of Mathematics, drawing on evidence-based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_evidence_KS_1_and_2.pdf	8

Targeted academic support (for example, tutoring, one-to-one

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support structured interventions)

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted TA support in phonics, writing and maths.	Phonics approaches have a strong evidence base, indicating a positive impact on pupils, particularly from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/response-to-intervention	2, 4, 8
Purchase Thrive online assessment alongside Thrive CPD to support individual children with emotions and dysregulation.	Thrive is a systematic approach to every identification of emotional development need in children so that provision can be put in place quickly by the adults working most closely with the child. It is preventative, reparative and pragmatic. https://www.thriveapproach.com/ There is extensive evidence associating childhood social and emotional skills with improved outcomes in later life, such as improved academic performance, attitudes, behaviour and relationships with peers: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 3

Facilitate speech and language intervention for targeted children.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4
SENDCo to hold weekly meetings with teaching assistant to	Effective use of teaching assistants can help to close the education gap between students from different backgrounds and with different abilities. Upskilling and regular training needs to be carried out in order for the children to have maximised outcomes.	4

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upskill and train in different areas of SEND.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teaching-assistants https://educationendowmentfoundation.org.uk/news/how-can-sencos-develop-teacher-practice?utm_source=/news/how-can-sencos-develop-teacher-practice&utm_medium=search&utm_campaign=site_search&search_term=SEN	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund a member of staff to engage children in physical activity during lunch times.	There is lots of research showing that when children are physically active, they can engage with, and focus on learning for greater periods of time. Exercise has also been noted to alleviate anxiety and increase self-confidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1, 2
Children to attend school outings	Research into the effects of self-esteem on learning has found that there is a correlation between self-esteem and student achievement	1, 2

outings, including a 3-day residential enabling team building skills, life experience opportunities, motivation and raised self-esteem.	student achievement. https://www.researchgate.net/publication/317177320_The_Effect_of_Self-Esteem_on_Student_Achievement Research has also been completed into the experiences and achievements of disadvantaged pupils, showing that these children do not get the same opportunities as children from non-disadvantaged families: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils —	
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Continue to invest in CPOMS to enable all staff to record safeguarding concern. Train another staff member as DSL across both schools.	It is imperative that all safeguarding concerns are recorded and stored effectively and securely while complying with GDPR. This information can then be passed onto external services where necessary: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/197416/DFE-RR027_1_.pdf	6
Continue to embed and enforce attendance intervention, targeting specific families. This will involve training staff and developing any new procedures that need to be put in place.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	7
Release inclusion team staff to attend meetings and complete paperwork for external professionals, alongside	Effective use of the SENDCo's time allows far better support and outcomes for children: https://www.researchgate.net/publication/227741897_A_review_of_recent_developments_in_the_role_of_the_SENCO_in_the_UK	5

alongside meeting with the LAC co-ordinator on a weekly basis.		
Schools' mental health lead and mental health trained adults offer support, guidance and advice to individuals and their families.	Alongside the 'core business' of teaching literacy and numeracy, a large and often unrecognised part teaching involves addressing children's emotional, social and behavioural needs. This is especially important for children from disadvantaged backgrounds and other vulnerable groups. The evidence linking social and emotional skills in childhood with improved outcomes at school and in later life is extensive. Good social and emotional skills are associated with a range of positive outcomes including good physical and mental health, academic achievement, reduced involvement in crime, and higher income https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	2,3,5

Use funding to pay for transport to school in exceptional circumstances, to ensure that children attend more frequently.	Research shows that children who attend school more frequently increase their chances of achieving more in life and being successful by getting a job.	7
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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity will have on pupils in the 2025 to 2027 academic years.

Upskilling staff is a big focus in school this academic year. Each week, the teaching assistants will engage with school led training in specific areas of school life; such as SEND needs, the importance of learning intentions and how words can affect an audience. This will be hugely valuable in bringing all staff on-board with changing the culture within our school and it will really promote the importance of continued CPD for

staff. The teaching staff will benefit from Instructional Coaching, which will aide them with specific issues and will allow them to have reflection time and built in deliberate practice. Targeted support for teachers will mean that children will be receiving higher quality teaching, leading to improved outcomes across the curriculum. The Complete Maths Programme has, and will continue to, support maths teaching across all year groups and has also engaged some children with maths outside of school. This has been spotlighted through the Complete Maths certificate, which is given out to the highest interacting children in each class. The internet signal has recently been improved around school, which will allow classes to access Complete Maths as a whole class all at one time. The improvement of the internet signal in school will mean that the Complete Maths programme will be able to be fully utilised by staff and children.

Most teaching staff are trained in delivering Soundwrite phonics. This ensures fidelity to script, which runs throughout the school in all year groups. New staff members will continue to be trained in Soundwrite and the new Soundwrite package will be purchased, which will enable staff to have access to more training and support materials. Catch up and keep up interventions will continue to take place where children have a gap in their knowledge.

ELKLAN intervention and external speech therapy will continue to take place throughout

the year, which will support individuals with specific needs to make progress in identified areas of speech. All children joining the school in September will undertake a Wellcomm assessment which will help early identification for communication needs. This will help teachers to plan targeted support for individuals and overcome barriers.

The Thrive practitioner will continue to work closely with vulnerable children throughout the year to understand their needs and emotions, which will enable plans and support to be directed correctly. These interventions will also hav a positive impact on child protection/child in need within school, as relationships and trust will be built with adults, which will allow for more in depth child voice to be heard.

It is hoped that relationships between school and families will be strengthened through the early help process, which supports some of our more vulnerable families. We are able to offer external support where there is a need outside of school, allowing school staff to understand the demographics of our families more. All of this support and knowledge is documented on CPOMS, meaning there is easy access to intelligence around a specific family or child when it is needed.

School has seen a dip in the attendance figure towards the end of last year, with the end of the year attendance being 94%. The pupil premium group of children had 89.3%

attendance, which shows a gap between the PP and non-PP groups. School staff will continue to engage with the Norfolk attendance training and check in sessions, which will lead to updated policies and practises within school in order to improve attendance.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Speech and Language Training	ELKLAN/Wellcom
Phonics training	Sounds Write Phonics
Licenced Practitioner	Thrive
Maths Teaching	Complete Maths
Instructional Coaching	DEMAT
Family Network Meetings	Norfolk County Council

