



Pupil premium and Catch-up premium strategy statement 3-year plan

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding over the next 3 years to help improve the attainment of our disadvantaged pupils and to help identified pupils to catch up from the impact of Covid 19. 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	Tankersley St Peters C of E Primary School
Number of pupils in school	229 pupils (including Nursery F1) 190 pupils (excluding Nursery F1)
Proportion (%) of pupil premium eligible pupils	22 children are PP (£1480) =32560 2 children are PP+ (£2570) =7710 2 x children are service children (340) = 680 Total =£ 40950
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years
Date this statement was published	Nov 25
Date on which it will be reviewed	December 2026
Statement authorised by	Vicky Harrison (Headteacher)
Pupil premium lead	Vicky Harrison (Headteacher)
Governor / Trustee lead	Col. George Kilburn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40950 including PP+ and service children
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40950

Part A: Pupil premium strategy – 3-year plan

Statement of intent

Tankersley St Peter's Pupil Premium Strategy

1. Title and Statement of Intent

Tankersley St Peter's Pupil Premium Strategy

Statement of Intent

-

Ultimate objectives for disadvantaged pupils

- Ensure every pupil eligible for Pupil Premium (PP) achieves strong outcomes in reading, writing and maths so they leave Tankersley St Peter's ready for the next stage of their education.
- Close the attainment gap between disadvantaged pupils and their peers, with particular focus on those with SEND who are also disadvantaged.
- Improve social, emotional and behavioural (SEMH) skills so pupils can access learning, form positive relationships and demonstrate resilience.
- Increase cultural capital and enrichment participation so disadvantaged pupils have the knowledge and experiences that support vocabulary, background knowledge and aspiration.
- Sustain high attendance for disadvantaged pupils and reduce avoidable absence (including term-time holidays).

-

How this strategy works towards those objectives

- Uses the DfE Menu of Approaches three-tier model: Tier 1 High-Quality Teaching, Tier 2 Targeted Academic Support, Tier 3 Wider Strategies. Activities are evidence-led (primarily Education Endowment Foundation guidance) and aligned to the school improvement priorities (reading comprehension, oracy, handwriting/writing fluency, mathematics fluency, spirituality).
- Prioritises scalable whole-class improvements (reading comprehension strategies; oracy routines; maths “musts” and “moments”) and targeted support where diagnostic assessment identifies gaps (small-group/one-to-one tuition, oral language groups, SEND Wave 2/3 interventions).
- Integrates social and emotional learning and nurture for pupils whose barriers to learning are SEMH or family vulnerability, building on our existing pastoral strengths and the school’s Christian vision.
- Monitors impact through termly pupil progress meetings, termly attendance reviews, and targeted evaluation for all funded interventions.

• Key principles of the strategy

- Evidence led: adopt approaches shown to be effective in EEF guidance and other high quality research, adapted to our context and scaled carefully.
- Proportionate and targeted: combine universal (whole-class) practice with additional targeted interventions for those pupils who need them.
- SEND-aware: assume many PP pupils have overlapping SEND needs; interventions will be coordinated by the SENCO and linked to EHCP / Early Help where appropriate.
- High-quality implementation: invest in staff professional development, clear protocols and monitoring to ensure fidelity and sustainability.
- School-specific: decisions reflect our context — one-form entry, small PP cohort (19), above-average overall attainment, rising SEMH needs, popular nursery and breakfast club facility, active parental engagement and strong church links.
- Transparent evaluation: publish intended outcomes, success criteria and review activity annually to governors and the school community (as required by DfE).

2. Challenges

Challenge Number	Detail of challenge
1	Social, emotional and behavioural needs: growing numbers of pupils with emotional regulation, conflict with peers, and difficulties resolving friendships. These SEMH needs reduce learning time and access to lessons.
2	Literacy — reading comprehension and early language: disadvantaged pupils (and many PP + SEND pupils) display gaps in reading comprehension, vocabulary and early language/speech & language development which limit progress, especially in KS1 and lower KS2.
3	SEND-related barriers and targeted provision: a notable proportion of PP pupils are also receiving SEND support (including EHCP), and in most cases those pupils are not achieving expected attainment; require Wave 2/3/SEMH-targeted interventions and specialist input.
4	Attendance and access to wider experiences: although overall attendance is above national average, some disadvantaged pupils have avoidable absence (term-time holidays) and limited access to cultural capital, after-school and holiday experiences (sport, trips, enrichment).
5	Mathematical fluency: some disadvantaged pupils struggle to recall basic number facts (multiplication tables and mental arithmetic), affecting calculation speed and problem solving.

(Sources informing challenge identification include school internal data, OFSTED commentary and the PP data provided. Evidence on effective approaches is cited in Activity tables below from EEF guidance.)

3. Intended Outcomes

Intended Outcome	Success Criteria
1. Improved SEMH and peer relationships for PP pupils	- Reduction in behaviour incidents and friendship conflicts recorded for PP pupils. - Measurable improvement on CPOMS entries and red text log.
2. Improved reading comprehension and oral language	- PP pupils' reading comprehension outcomes improve such that the percentage working at age-related expectations rises by at least one assessment band in 12 months for targeted cohorts. - Oral language group participants make +6 months progress on internal language assessments within 6–12 months.
3. SEND-targeted support leads to accelerated progress	- PP pupils with SEND show measurable progress against personalised targets (IEPs/Provision Maps) in reading, writing or maths; at least 60% meet or exceed expected progress across one academic year. - Reduced number of PP+SEND pupils in lowest attainment categories across reading/writing/maths.
4. Improved attendance and increased participation in enrichment	- Reduce unauthorised/avoidable absence for PP pupils by meeting with parents and offering support where applicable.

5. Increased maths fluency	- Targeted PP pupils achieve fluency targets (e.g., recall multiplication tables to 12x12) and demonstrate increased speed in mental arithmetic as measured by termly fluency checks; at least 70% reach expected fluency standard within one academic year.
----------------------------	--

4. Activity in This Academic Year

Note: each subsection below maps activities to the DfE Menu of Approaches tiers. Evidence column links to EEF guidance and related high-quality sources.

Teaching (Tier 1: High-Quality Teaching)

Oracy - £2912

Handwriting £1248

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

1. Whole-school programme to embed reading comprehension strategies (reciprocal reading, explicit modelling, comprehension strategy instruction across curriculum) plus aligned CPD for all teachers.	EEF — Reading comprehension strategies: high impact (+7 months) and guidance on teaching approaches and implementation (Reading comprehension strategies — EEF).	2
2. Oracy and spoken-language routines implemented across school (planned talk activities, structured questioning, vocabulary instruction aligned to topics). Staff CPD to embed Oracy routines (linked to Priority 2).	EEF — Oral language interventions: high impact (+6 months); blog and guidance on integrating oracy into curriculum (Oral language interventions — EEF).	2, 5
3. Mathematics “Musts” and “Moments” approach: daily short fluency practice (number facts, times tables), targeted whole-class modelling and problem-solving lessons; teacher CPD on sequencing and memory strategies for maths.	EEF — Improving Mathematics in Key Stages 2 and 3 guidance (sequencing, practice & fluency approaches) (Improving Mathematics — EEF).	5
4. High-quality structured phonics and early reading across EYFS/KS1 with rigorous assessment and guided reading linked to comprehension teaching.	EEF — KS1 and KS2 literacy guidance and phonics evidence (support for early reading and links to comprehension) (Improving Literacy in Key Stage 1 & 2 — EEF and Reading comprehension strategies — EEF).	2
5. Precision teaching on handwriting and writing fluency: daily handwriting practice in KS1/KS2, modelling fluent joined writing and linking to writing	EEF — Improving Literacy guidance (strategies to support writing and fluency) (Improving Literacy in Key Stage 2 — EEF). (EEF	2

stamina. CPD for staff to teach handwriting consistently as per Priority 3.	guidance recommends explicit teaching and structured practice to build writing fluency.)	
6. Effective use of Teaching Assistants (TAs) — CPD for TAs on delivering structured small group oral language, reading and maths fluency sessions; clear protocols and monitoring.	EEF — Making best use of teaching assistants guidance (deploy TAs for structured interventions, with training and monitoring) ([Making Best Use of Teaching Assistants — EEF summary on site resources]). See EEF resources hub for TA guidance (Teaching assistants — EEF).	2, 3, 5

Targeted Academic Support (Tier 2: Targeted Academic Support)

1:1 support – £15,444

1:1 + group - £25,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Structured one-to-one and small-group tuition blocks for targeted PP pupils in reading comprehension and maths. Use school-led tutors	EEF — One to one tuition guidance: effective when short regular sessions are additional to classroom teaching (+5 months average)	2, 5, 3

and/or vetted external tutors for pupils with persistent gaps.	(One to one tuition — EEF). Also EEF guidance on effective tutoring programmes.	
2. Targeted oral language groups and integrated early language programmes in EYFS and KS1 (delivered by trained TA/HLTA) for pupils with S&L needs; link with SALT and school assessments.	EEF — Oral language interventions: high impact (+6 months); recommends frequent sessions and linking to curriculum (Oral language interventions — EEF).	2
3. Structured reading interventions (e.g., reciprocal reading, guided reading intervention programmes) for older pupils with comprehension gaps; diagnostic assessment used to choose approach.	EEF — Reading comprehension strategies and EEF literacy guidance (evidence for targeted/comprehension interventions) (Reading comprehension strategies — EEF).	2
4. SEND Wave 2/3 bespoke interventions (precision teaching, small group phonics boosters, reading reinforcement, scaffolded maths support). SENCO to coordinate, link to EHCP targets, and involve external specialists where required.	EEF — SEN in mainstream schools guidance and EEF resources on targeted interventions; EEF guidance on using TAs and targeted interventions for low-attaining pupils ([SEN in mainstream schools — EEF guidance]). Also consistent with findings that targeted specialist interventions benefit pupils with additional needs.	3
5. Nurture-style small group or tailored SEMH interventions (short, targeted programmes such as social skills groups, restorative practice circles) where behaviour/relationships affect access to learning; link with curriculum teaching of SEL.	EEF — Guidance on Improving Social and Emotional Learning in Primary Schools (recommendations and impact ~ +4 months for SEL) (Improving Social and Emotional Learning in Primary Schools — EEF). Also EEF Toolkit summary for behaviour interventions and nurture group evidence.	1, 3

6. Timetabled maths fluency small groups focused on multiplication recall and automaticity using frequent short practice and diagnostic checks.	EEF — Improving Mathematics guidance (practice, retrieval practice and fluency work) (Improving Mathematics — EEF).	5
---	---	---

Wider Strategies (Tier 3: Wider Strategies — attendance, enrichment, behaviour, parental engagement)

Parent engagement = £832

Early help = £810

Mental Health £1125

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Strengthen pastoral/SEMH offer: targeted mentoring (where appropriate), school-led counselling referrals, restorative approaches, and whole-school SEL embedded practice. Pastoral lead / SENCO to track impact and liaise with Early Help.	EEF — Improving Social and Emotional Learning in Primary Schools (practical recommendations; SEL benefits for disadvantaged pupils) (Improving Social and Emotional Learning — EEF). Nurture group evidence also supports SEMH-targeted approaches.	1, 3

2. Attendance strategy focused on early identification, parental engagement and responsive support for individual barriers (reduce term-time holiday absences). Use targeted parental meetings, attendance contracts, and small incentives or responsive support packages (transport help, funded trips).	EEF — Attendance interventions Rapid Evidence Assessment: parental engagement and responsive targeted approaches show promise; EEF recommends tailored responses to causes of absence (Attendance interventions rapid evidence assessment — EEF).	4
3. Parent/carer workshops and resources (reading at home, oral language activities, maths fluency support). Use direct messaging for attendance and learning nudges.	EEF — Parental engagement evidence (attendance REA and EEF guidance on parental engagement in learning; parental communication shows small positive impacts for attendance and engagement). See EEF resources on parental engagement ([Parental engagement — EEF resources]).	4, 2
6. Targeted support for families with Early Help / TAF: school social/pastoral lead (or HT/SENCO) to convene meetings and signpost to local services; small hardship funding for uniform/trips/technology where needed.	EEF — Attendance REA recommends responsive multi-component approaches tailored to individual causes of absence; EEF SEL guidance emphasises multi-agency working for vulnerable pupils (Attendance interventions rapid evidence assessment — EEF).	3, 4
7. Promote a whole-school approach to mental health and wellbeing (staff training, clear referral pathways) and maintain governors' oversight of PP spend and impact.	EEF — Improving Social and Emotional Learning guidance; EEF resources on school mental health and behaviour interventions.	1, 3

Monitoring, Evaluation and Governance

- The Pupil Premium lead (Head Teacher) and SENCO will report to governors termly on progress against success criteria and re-view the impact of each funded activity.
 - Monitoring measures:
 - Termly progress data for PP pupils in reading, writing and maths.
 - Intervention logs with pre/post diagnostics for each targeted intervention (tutor blocks, oral language groups).
 - Behaviour and SEMH trackers (number and type of incidents, SDQ or equivalent measures).
 - Attendance data for PP cohort (overall percentage, persistent absence, term-time holiday absence).
 - Participation rates in enrichment (clubs/trips) for PP pupils.
 - Evaluation practice:
 - Use small RCT-like checks where feasible (e.g., staggered start of tuition blocks) to compare progress.
 - Termly qualitative feedback from pupils and parents on perceived impact.
 - Adjust interventions where evidence of limited impact emerges or fidelity is weak (EEF's implementation guidance).
 - Governance:
 - Named PP Governor to review strategy and ensure publicly available PP statement detailing allocation and impact.
-
-
-

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils over a 3 year period in progress and attainment

ATTAINMENT	2021/22	2021/22	2022/23	2022/23	2023/24	2023/24	2024/2025	2024/2025
End of year attainment – KS2 PUPIL DATA	All pupils school	Disadvantaged pupils	All pupils	Disadvantaged	All Pupils	Disadvantaged	All pupils	Disadvantaged
% Reading - ARE	24/25 96%	5/5 100 %	18/21 86%	7/9 78%	22/27 81%	5/8 63%	25/26 96%	1/1 100%
% Reading above ARE	7/25	0/5 0%	6/21 29%	0/9 0%	7/27 26%	1/8 13%	10/26 38%	0/1 0%
% Writing - ARE	21/25 84%	2/5 0.4%	17/21 81%	7/9 78%	23/27 85%	5/8 63%	21/26 81%	0/1 0%
% Writing- above ARE	3/25 12%	0/5 0%	4/21 19%	1/9 11%	4/27 15%	1/8 13%	6/26 23%	0/1 0%
% Maths - ARE	24/25 96%	4/5 80%	16/21 76%	8/9 89%	19/27 70%	6/8 75%	21/26 81%	0/1 0%
%Maths – above ARE	3/25 12%	0/5 0%	4/21 19%	2/9 22%	2/27 7%	1/8 13%	4/26 15%	0/1 0%

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
READ WRITE INC – Phonics portal	Ruth Miskin Training
Writing training – Raising standards / Boys Writing / Talk for writing	Dandelion Learning
PURPLE MASH- Online learning platform for remote learning	2Simple Software
TT Rockstars	Maths Circle
White Rose Maths	White Rose Maths
RWI phonic videos	Oxford university Press
My Maths	Oxford university Press
RWI spelling	Oxford university Press
Churanga	Churanga
Project X	Oxford university Press
B squared	B squared