

Pupil premium strategy statement – Tydd St Mary Church of England Primary 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	109
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sonya Ely
Pupil premium lead	Lucie Burton
Governor / Trustee lead	Richard Bowser

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,234
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>	£53,624

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 take every child as an individual and are well aware of their individual needs. We create a bespoke action plan for every child eligible for pupil premium. We are passionate about success for all and strongly believe that a child's socio-economic background should not be a barrier to future life success. In fact these children deserve the very best teaching that can be provided so that any gaps on entry are swiftly narrowed.

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.

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're 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
- support Children's mental and emotional wellbeing in order for them to have full access to the national curriculum

Challenges

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

Challenge number	Detail of challenge
1	High % of pupils with moderate learning difficulties/significant needs and the number of pupils with an EHCP

2	Narrowing the attainment gap across all subjects
3	The engagement of pupils with the wider curriculum, including attendance
4	SEMH difficulties
5	Language and communication

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
Evidenced progress for those children with SEN (including those with an EHCP)	SEN pupils to achieve at least in line with national averages. Progress can be seen in small steps – specific targets informed by pre key stage assessments allowing individualised progress
Improved attainment	Disadvantaged pupils to achieve above national averages
Improve attendance of all groups	To ensure that attendance of all groups is above 96%
Improved social and emotional wellbeing of all pupils	Effective early help support through ELSA, 1:1 mentor sessions, breakfast club provision and Sensory Circuits
Improve early language and oracy skills	Language screen shows an improvement in early language acquisitions Those with SALT are supported by well trained adults

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: £ 6,396

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Purchase of standardised diagnostic assessments.- Sandwell and NFER	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	2
Additional SENDCo and STAPS hours to meet high need and liaise with external agencies to ensure targeted support is given specific to need	Seeking external support for specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions	1
Purchase updated materials of a DfE validated Systematic Synthetic Phonics programme to continue stronge phonics teaching for all pupils. EYFS leader release time to ensure QFT with materials	EEF Toolkit Phonic teaching +5	5 and 2
Purchase KS2 Fluency materials (Little Wandle) to allow children in KS2 to continue their development of reading skills and comprehension	EEF Reading Comprehension Strategy +6	2
We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training and mastering Number).	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 EEF Early numeracy approaches +7	2
SEND training for all staff (T and TA) timetabled throughout the year. Addressing a variety of specific needs, behaviour intervention, self regulation, Inclusion and belonging as well as SEMH.	EEF Behaviour Intervention +4 EEF Self regulation +7 Social and emotional learning +4 Teaching Assistant Intervention +4	1 and 4

This is in form of face to face days and also using online platforms for virtual courses – BOSS, SEND Learn, Whole School Send and LSCB		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £22,328

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions 1:2:1 - speech and language intervention – Neli, Elklan, funky fingers and use of Verbo and Widgit	EEF toolkit language intervention +6 NELI – evidence-based intervention Elklan – evidence informed programme	5
Use of Interventions- First Class @ number 1:1 Numbers count	EEF toolkit small group tuition +4 Maths counts EEF evidence based interventions +2	2
After school booster and breakfast booster provided by teacher	EEF toolkit - After school intervention +3 EEF toolkit one to one tuition +5 EEF toolkit small group tuition +4	1 and 2
Afternoon Phonics intervention – Phonics and reading support with a teacher	EEF toolkit one to one tuition +5 EEF toolkit small group tuition +4	1 and 2
Homework Club – small group support with homework which includes some extra intervention	EEF toolkit small group tuition +4 EEF Homework +4	1 and 2

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

Budgeted cost: £15,526

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and use of attendance/support officers to improve attendance and facilitate attendance panel meetings. New initiatives introduced regularly – eggs in nests for short term targets / tea party	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
ELSA support worker attending once weekly.	EEF toolkit behaviour interventions +4 EEF toolkit social and emotional +4	3 and 4
Sensory Circuits introduced and resourced (training accessed through WTT)	Participation in a short sensory motor circuit is an effective way both to energise and settle children into the school day. The aim is to focus concentration in readiness for the day's learning. The circuit also encourages the development of the child's sensory processing skills.	4
Window finger trails, dark den, calming boxes, Sensory trails and zones available throughout the school.	EEF Self regulation +7 EEF Behaviour intervention +4 EEF social and emotional learning +4	1 and 4
Breakfast club provision	Research evidences children who are hungry must have this basic need met in order for them to have full access to the national curriculum	3 and 4

Lego Therapy sessions in small groups running weekly	EEF Collaborative learning approaches +5 EEF Peer Tutoring +5	4
Parent mornings run by SENDcO with a SEND focus	EEF Parental engagement +4	1 and 3
Parent Pathway introduced involving parents in school curriculum and working with and alongside children. Bringing the curriculum home and encouraging parents working together	EEF Parental engagement +4	3

Total budgeted cost: £ 44,250

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024 -25 – Review completed based upon previous strategy

Although progress was made during the previous pupil premium strategy many of the challenges and barriers continue so we felt a review was relevant.

Numbers Count has taken place – Using the Sandwell assessments children made accelerated progress in number by the end of the block of work.

Attendance has been highlighted throughout the year. We have a staff member who makes regular contact with parents with children who have low attendance. Attendance panel meetings have taken place, and these seem to be having a positive impact. 2/3 making great progress and 1 beginning to make improvements.

KS1 data – 6 PP children – 50% of children achieve ARE in all areas. 83% (5/6) were ARE in Maths and Reading. 67% in GaPS. One child who didn't reach ARE in Reading and GaPS has low attendance and this impacted upon her learning. Since an attendance panel meeting her attendance has been improving.

KS2 data – (6pp children) 83% (5/6) achieved ARE across all subjects; some of these even achieved greater depth.

Staff member continues to be appointed 1 day a week for attendance monitoring and ELSA work and this has shown impact.

End of academic year; 14% of PP children were below 90% attendance (2 families = 4 children). Both of these families are part of an attendance panel and are showing signs of improvement.