

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (for the 2025 to 2026 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	Townlands C of E Primary Academy
Number of pupils in school	276
Proportion (%) of pupil premium eligible pupils	17.39% (48 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024/25 - 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Anne Hawksley & Louise Martinson
Pupil premium lead	Gayle Brown
Governor / Trustee lead	Emma Freeman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	60600
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	60600

Part A: Pupil Premium Strategy Plan

Statement of intent

Our aim is to meet the needs of all pupils to enable them to make good progress and achieve high attainment across the curriculum, thus ensuring no pupil is disadvantaged by their background or the challenges they face.

Key principles of our strategy:

A key principle of our strategy is a whole school approach to identifying pupils' needs, both academic and social-emotional, through observations, discussion and data analysis. All pupils should receive quality first teaching and appropriate support to meet their needs, and ensure disadvantage is not a barrier to accessing high achievement and wider experiences.

We recognise the negative impact of social, emotional and mental health needs on pupils' wellbeing, personal development and academic progress and attainment. It is our aim to provide a safe, nurturing and supportive learning environment in which all pupils' needs are met in order that they can achieve improved outcomes.

Our ultimate objectives:

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils, against national outcomes and also within internal school data.
- Ensure those who are already high attaining continue to make progress.
- Overcome barriers to learning caused by individual circumstances.
- Develop children's vocabulary and communication skills to be able to express themselves confidently and improve life chances.
- Ensure all pupils are able to read fluently and with understanding to access a broad curriculum.
- Develop all pupils' cultural capital through access to a variety of wider experiences.
- Identify pupils who need mental health and wellbeing support.

Achieving these objectives:

- All staff have high expectations of what all pupils can achieve.
- High-quality CPD for all teachers to ensure all pupils access quality first teaching.
- Gaps in learning are identified quickly and interventions implemented to address them.
- Pupils' social and emotional needs are identified quickly and targeted, individualised nurture support is provided.
- Provision of additional experiences to ensure equal access to enrichment opportunities.
- Pastoral team support mental health and wellbeing of all pupils.

This list is not exhaustive and may change in response to the needs and support our disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry Observations and assessments of pupils on entry to the Early Years Foundation Stage indicate that many children are commencing school with underdeveloped skills to be ready to learn both academically and socially.
2	Oral language and communication Assessments, observations, discussions with pupils and continuous formative assessment indicate underdeveloped oral language, vocabulary and communication skills from EYFS through to KS2.
3	Attendance Our attendance data indicates that attendance among disadvantaged pupils is lower compared to non-disadvantaged pupils. Absenteeism negatively impacts the progress, attainment and wellbeing of pupils.
4	Gaps in reading, writing, maths and phonics Summative and formative assessments indicate that progress and attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Social, emotional, behavioural and mental health Our observations and discussions with pupils and families, and referrals to our Welfare Officer and pastoral team, have identified social, emotional and behavioural issues for an increasing number of pupils.
6	Wider enrichment Observations and discussions with parents and pupils indicate that many disadvantaged and non-disadvantaged children have limited access to wider experiences outside of school. This may hinder children's understanding of different social and cultural contexts, and thus limit the knowledge which they bring to their learning.

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 mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Achieve higher levels of mental health and wellbeing over the next three years, demonstrated by: • qualitative data from pupil voice, pupil and parent surveys, and teacher observations; • participation in enrichment activities, particularly among disadvantaged pupils; • pupils arriving at school ready to learn; • observations of improved learning behaviours in lessons.

Improved attendance for all pupils, particularly our disadvantaged pupils.	Increase in attendance rates to be at least in line with national average and at least in line with our school target of 96%.
Improved outcomes in reading.	KS2 reading outcomes in 2025/26 to be at least in line with national pupil premium at 63.2% (2025).
Improved outcomes in maths.	KS2 maths outcomes in 2024/25 to be at least in line with national for pupil premium at 60.5% (2025).
Improved outcomes in writing.	KS2 writing outcomes in 2024/25 to be at least in line with national pupil premium at 59.4% (2025).
Improved outcomes in Phonics Screening Tests PSC at the end of Year 1.	Year 1 pupils to achieve higher than national. Currently national for pupil premium is 67% (2025).
Improved vocabulary, communication and language skills among disadvantaged so that all children can access the ambitious school curriculum and improve outcomes.	Assessments, observations and discussions indicate significantly improved oral language among pupils. This is evident when triangulated with other sources of evidence, such as children's writing, learning walks, engagement in lessons, book scrutiny and ongoing formative assessment.
Improved outcomes for children at the end of the Early Years Foundation Stage.	EYFS pupils to achieve higher than national for end of year GLD 51.4% for pupil premium (2025)
Improved access to meaningful enrichment experiences.	Disadvantaged children experience a range of social and cultural capital.

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.

Teaching

Budget cost: £11,682.78

Activity	Evidence that supports this approach	Challenge number(s) addressed & costs
High quality teaching and resources Continue to embed Sounds Write systematic synthetic phonics programme across EYFS and Year 1. Provide related CPD, to secure stronger phonics teaching for all pupils through daily, high-quality teaching and ensure pupils who require additional support are identified quickly and targeted interventions delivered.	Based on extensive evidence, a phonics approach to teaching aspects of literacy has a positive impact on early reading skills (but not necessarily comprehension), particularly for disadvantaged pupils. EEF Phonics Teaching Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Sounds Write is a DfE validated SSP programme, meeting the DfE criteria. https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes	4
High quality teaching and professional development CPD to ensure all teachers are confident in the delivery and planning of their reading, writing and maths curriculum to ensure combined achievement (floor standard) remains at/above the national standard (2025 - 62%). Phase leads and subject leaders attend high quality training courses and then disseminate to ensure all staff receive ongoing CPD.	High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development There is strong evidence that high quality teaching improves pupil outcomes, particularly the most disadvantaged. EEF School Planning Support 2022-23 School planning support 2022-23 EEF (educationendowmentfoundation.org.uk)	1, 2, 4
High quality teaching and professional development Develop a whole-school oracy culture to improve the teaching and acquisition of vocabulary, develop communication skills and improve classroom talk.	Explicit teaching of oracy skills improves communication and wellbeing. Research Review Series: English - framework for spoken language Research review series: English - GOV.UK (www.gov.uk) Improved reading and writing as a result of children being exposed to a broader range of vocabulary, which they investigate and use in context.	2

	'Closing the Vocabulary Gap' – Alex Quigley EEF Improving Literacy in KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Pupils' vocabulary can be extended by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words. EEF Improving Literacy in KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	
High quality teaching, technology and professional development Establish Ready, Steady, Write scheme across the whole school to support high quality teaching of writing and improve pupils outcomes.	EEF Improving Literacy in KS1 & KS2 (links above) EEF recommendations for improving literacy in both key stages focus on phonics and reading fluency, comprehension, language skills and composition. Assessment and monitoring key to identifying needs and providing high quality, targeted interventions.	4
High quality teaching, technology, assessment and professional development Improve the planning and delivery of the maths curriculum to meet the needs of all pupils, including those that are disadvantaged, and develop children's recall, fluency and mastery of maths. Purchase Numbots and Times Tables Rockstars to support learning and assessment.	EEF Improving Mathematics in the Early Years and Key Stage 1, https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Improving Mathematics in Key Stages 2 and 3. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 CPD to improve the quality of teaching of mathematics and opportunities for pupils to apply their learning, discuss concepts using mathematical vocabulary, and regular assessment to identify prior knowledge and next steps.	4
High quality teaching, resources and professional development Embed the EYFS framework. Fund release time for teachers to focus on developing provision, including outdoor learning, and attend network meetings and other CPD. Provide resources, as needed.	Develop a curriculum for communication and language, making progress through knowing and remembering more. Communication and language - Help for early years providers - GOV.UK (education.gov.uk) Improved pupil outcomes in communication and language. Early years curriculum - a focus on communication and language - YouTube	1

Targeted academic support

Budget cost: £4,524

Activity	Evidence that supports this approach	Challenge number(s) addressed & costs
Interventions to support language development, literacy, and numeracy; Teaching Assistant deployment Teacher or trained TA interventions delivered to target children at risk of underachieving.	EEF Teaching Assistant Interventions Access to high quality teaching is the most important lever that schools have to improve outcomes for their pupils. Teacher-led interventions will ensure high-quality provision. Where TAs deliver interventions, for high average impact, they will be trained to deliver an intervention to an individual or small group. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 4
Supporting pupils' social, emotional and behaviour needs; Teaching Assistant deployment Effective deployment of Teaching Assistants to support key children and year groups, provide pastoral care and positive play at playtimes.	TAs and pastoral team to support pupils who are struggling with their mental health and wellbeing, and provide regular check-ins with disadvantaged and vulnerable children. EEF toolkit suggests SEL support has a significant impact on attitudes to learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5
Interventions to support literacy Training of teachers on monitoring pupil data and providing targeted support to address individual pupils' needs to improve reading fluency, comprehension and attainment.	AR tests and quizzes provide regular assessment information to inform interventions. Improved attitudes towards reading for pleasure. EEF Accelerated Reader (re-grant) – teaching staff perceive positive impacts on pupil reading ability, reading stamina and attitudes. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial National Literacy Trust – Children and young people who use Accelerated Reader tend to enjoy reading more, do it more often and think more positively about reading than their peers who do not use Accelerated Reader. https://literacytrust.org.uk/research-services/research-reports/reading-enjoyment-behaviour-and-attitudes-pupils-who-use-accelerated-reader/	2, 4
Interventions to support language development and literacy; Teaching Assistant deployment Additional phonics sessions for those children identified quickly as requiring additional support.	These are delivered by trained TAs on a daily basis. EEF Teaching Assistant Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 4

Wider strategies

Budget cost: £47,303

Activity	Evidence that supports this approach	Challenge number(s) addressed & costs
Supporting pupils' social, emotional and behavioural needs; communicating with and supporting parents Pastoral Team and Safeguarding and Welfare Officer to provide a range of social, emotional and behavioural support through a range of strategies, including: • Flourish programme • Construction Sensory Group • Wellbeing workshops • Nurture groups • Forest School • Family support • New behaviour policy	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved engagement with learning, academic attainment, behaviour and relationships with peers). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
Supporting attendance Appoint a Senior Attendance Champion to work alongside the Attendance Manager.	Attendance has an impact on children's learning; children need to be in school to learn. In order to raise the performance of disadvantaged pupils, NFER research suggests that addressing attendance is a basic strategy which underpins other strategies, such as quality first teaching. https://www.nfer.ac.uk/supporting-the-attainment-of-disadvantaged-pupils-articulating-success-and-good-practice/	3
Extracurricular activities and breakfast club Provide curriculum-based and extracurricular experiences so all children can develop cultural capital regardless of financial situation.	EEF Teaching and Learning Toolkit. 'Arts Participation' – low cost for moderate impact (+3 months' progress on academic outcomes in other areas of the curriculum such as Maths, English and Science). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation EEF Teaching and Learning Toolkit 'Physical Activity' (+1 month progress on academic attainment). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	6
Communicating with and supporting parents Promote access to Pupil Premium and free school meals to families.	EEF findings on School Uniform indicate that it can have a successful role in developing the ethos of the school and improving behaviour and discipline, when	6

Support with the purchase of school uniform to ensure inclusion. Pre-loved uniform shop. Free milk for pupil premium children.	combined with other school improvement strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	
Supporting pupils' social, emotional and behavioural needs Support pupils with their spiritual, moral, social and cultural development through opportunities for child-led worship and spirituality. Ensure all pupils demonstrate self-respect, a sense of identity and self-worth, and in turn, value and respect others, and build positive relationships.	Social and Emotional Learning is shown to support disadvantaged pupils with improving self-regulation. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5

Total budgeted cost: £63,509.78

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 25 academic year.

During the academic year 2024-25,

Teaching and Targeted Academic Support

The EYFS curriculum has continued to evolve and good practice is being embedded to ensure a positive start to school for our youngest children. The Sounds-Write synthetic phonics programme is taught daily through high-quality phonics lessons and Sounds-Write training has enabled TAs in EYFS and KS1 to provide quality interventions for those children who required additional support to 'keep up' with the phonics learning.

In EYFS, 100% of Pupil Premium children achieved Good Level of Development compared to 51.4% nationally.

In Year 1, 80% of Pupil Premium children achieved their phonics assessment compared to 66.7% nationally.

In order to raise attainment, the EYFS curriculum and phonics continue to be a focus on the new strategy for 2025/26.

Vocabulary has continued to be taught discretely through reading lessons and embedded across the curriculum through subject-specific vocabulary and weekly quizzes. Children have opportunities to present to an audience, such as during church services, Collective Worship in school and class assemblies. High expectations of oracy continue to be taught and embedded across the school to help children express themselves clearly and confidently. Communication skills are taught explicitly within P.S.H.E. lessons and reinforced throughout the day, whether in teaching and learning, such as expressing their reasoning in maths and using talk in English to develop and rehearse ideas to improve standards in writing, or throughout the school day, such as in the dinner hall.

In maths, a focus on ensuring children have mastered the foundations of number has been a priority to promote rapid recall and fluency. Times Tables Rockstars and Numbots have been purchased for practising key skills, supporting learning at home, and delivering targeted interventions. Targeted interventions are timetabled daily as a whole school to provide additional support for those children who need it and progress is monitored to assess the impact.

The average score in the Multiplication Tables Check was 21.5, above the national average score of 21.0.

During 2024/25, Ready Steady Write has been implemented to support the teaching and learning of writing, and raise standards. Staff CPD accompanied its introduction to maximise its impact, promote quality first teaching and improve pupil outcomes. 2025/26 will be the first full academic year using Ready Steady Write and standards in writing will continue to be monitored to assess the impact.

The Accelerated Reader scheme continues to inform teachers' knowledge of each pupil as a reader and enable the children to recognise their progress and areas for development. To increase children's reading stamina and comprehension, reading lessons based on key comprehension skills have been introduced in Key Stages 1 and 2, to expose children to a range of question types and different genres of text.

CPD for staff has included Ready Steady Write, reading, oracy and maths, alongside data monitoring and national standards, to improve children's combined attainment in reading, writing and maths.

Statutory assessment data for 2024/25 for Pupil Premium pupils:

Year 6 Pupil Premium – reading, writing, maths and spelling, grammar & punctuation			
<i>No. of pupils</i>	<i>% of cohort</i>	<i>School EXS</i>	<i>National EXS %</i>
8	16%		
Year 6 – maths			
8	16%	75%	61%
Year 6 – reading			
8	16%	88%	63%
Year 6 – writing			
8	16%	75%	59%
Year 6 – grammar, spelling & punctuation			
8	16%	75%	60%
Combined reading, writing and maths		63%	47%

Wider Strategies

Our pastoral team, including the Safeguarding and Welfare Officer, Mental Health Lead and Behaviour Support, have continued to engage with both children and families to provide help and advice, as demand for support has increased. The impact of social and emotional wellbeing on children's readiness to learn has required the team to implement a range of interventions for individuals and small groups, to ensure all children's needs are identified, supported and monitored. This provision has included strategies such as:

- Referrals to the Mental Health Team
- Emotional wellbeing workshops for each class over 12 weeks.
- Forest school sessions each week
- Targeted, individualised interventions, e.g. for behaviour support.

The Mental Health in Schools Team (MSHT) have been present in school, delivering whole school Collective Worship on wellbeing and mental health, and workshops for individual year groups, such as Year 6 transition to high school. They have also been visible to the school community by attending parents' evening and responding to referrals where families and children need additional support.

The Safeguarding and Welfare Officer supports our vulnerable children with regular one-to-one meetings to monitor their wellbeing and academic needs. The frequency of these meetings is based upon individual needs to ensure they receive the necessary support.

The Behaviour Policy has been modified to praise positive behaviours and provide opportunities for children to reflect upon their choices and develop behaviours which meet expectations. Where needed, the pastoral team supports children with a personalised approach.

Attendance for Pupil Premium children improved from 2023-24 94.5% to 95.5% for 2024-25 narrowing the gap with their peers at 96.2% and nearer our school target of 96%. A Senior Attendance Champion has been appointed to work closely with the Attendance Manager alongside safeguarding and welfare, and the pastoral team, to communicate with parents, identify influencing factors and offer/provide support so that pupils are in school. Improving attendance for all children is a continuing focus for 2025-26.

Our pre-loved uniform shop has evolved to try to support as many families as possible. The uniform is now located in the school foyer and can be accessed at any time. Although a donation is requested, this is not compulsory to enable everyone to benefit from the service.

To develop children's cultural capital and ensure all children are able to access a variety of enrichment experiences, we have continued to evolve our curricular and extra-curricular offering. In 2024-25, this included external sports coaches delivering lessons in a range of sporting activities, STEM workshops and science clubs, creative craft clubs, online virtual operas, music ensembles, a Year 6 residential, book fairs, a trip to the theatre, and visits from the Fire Service and the police. Financial support is offered to families in receipt of Pupil Premium for after school clubs and trips.

Our reflection area in school has been refurbished to provide an inviting and calm space for both children and adults to use throughout the school day. The role of our Faith Ambassadors has developed as they have become prominent in sharing and promoting spirituality across the school. Similarly, child-led worship provides our children with an opportunity to take ownership for the worship experience and connect with their faith and/or spirituality in a meaningful way.