

Pupil Premium Strategy Statement for Tipton St John 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Tipton St John Church of England Primary School
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	10 children: 12% 4 services: 4.8% 14 pupils in total: 16.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2025-2026
Date this statement was published	October 2025
Date on which it will be reviewed	February 2026
Statement authorised by	Amanda Fulford, Executive Head
Pupil premium lead	Pete Button, Head of School
Governor / Trustee lead	Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,035
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	£15,035

Part A: Pupil premium strategy plan

Statement of intent

At Tipton St John Primary School, 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. Our decision-making is guided by our Christian vision and Heart Values which promote a nurturing environment in which everyone is supported to connect more deeply with themselves, others and the world around them and achieve the very best they can be. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils . These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Speaking and listening skills, acquisition and application of vocabulary and breadth of opportunities to talk are key areas to develop and will have a positive impact on outcomes in writing.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading than their peers. This negatively impacts their development as readers and spellers.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in some children having a less resilient and positive attitude to learning and some being more anxious about their learning – SEMH needs.

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
1.To identify speech and language difficulties earlier.	Early intervention can support pupils to close the gap and meet expected standards.
2.Improve reading attainment among disadvantaged pupils.	All staff are trained and supported in delivering the rigorous and systematic phonic programme. All staff deliver phonics effectively. Led and managed effectively. (MD lead with TAs) Children are exposed to high quality texts and empowered to develop a love of reading for pleasure. The end of year attainment data across all year groups compares favourably with the attainment of disadvantaged pupils nationally and is broadly in line with the attainment of non-disadvantaged pupils in our school. KS2 reading outcomes through to 2025/26 show a positive trend in disadvantaged pupils meeting the expected standard.

	Pupils through KS2 are continuing to apply their phonics strategies to improve their reading and spelling.
3. All pupils, particularly our disadvantaged pupils will have a positive attitude to their learning and show resilience when facing challenges in their learning.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <p>Pupils can talk about their learning and show a positive attitude to their learning and explain how they have shown resilience when facing challenges in their learning.</p> <p>Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £0

Activity	Evidence that supports this approach	Cost
Training in Elklan Speech & Language Support for VH HLTA/QTS	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>All staff are trained and supported in a rigorous and systematic phonic programme. All staff deliver phonics effectively. Led and managed effectively, delivering the DfE approved phonics scheme Twinkl</p>	£500 (and inclusion/CPD budget)

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

Budgeted cost: £

Activity	Evidence that supports this approach	Cost
Play Therapy Y2-Y6	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	£2,160 12 weeks of sessions for a child costs £360 (£30p/h) Funding for 6 children to receive 6 children to receive a course of 12 weeks each
Speech & Language Intervention	VH to complete assessments of speech and language and support others to implement best practice /interventions with individuals and small groups.	£2,500
Daily Readers	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF The reading framework Teaching the foundations of literacy July 2023, DfE; Writing Framework DfE 2025 Phonics Toolkit Strand Education Endowment Foundation EEF By providing regular training to our TAs, including alongside teachers where possible, this will facilitate the link between structured one-to-one or small group interventions to classroom teaching. The training will improve the nature and quality of TAs' talk to pupils, to support the development of independent learning skills, which are associated with improved learning outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	Daily Reader support Y1-Y6 £3,000

Support for learning attitudes in classroom	TA group support time – Y3/4/5/6 (Lego Therapy, Hi Five, Funfit, Number Stacks).	£3,035
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,881

Activity	Evidence that supports this approach	Cost
<p>Improve the quality of social and emotional learning.</p> <p>Sustaining Forest School sessions led by Outdoor Education for each class, CPD opps for TAs.</p> <p>High quality PSHE to meet needs of children.</p>	<p>EEF Evidence shows that social and emotional skills need to be explicitly taught and reinforced through whole school ethos and activities.</p> <p>eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf</p> <p>Children thrive within environments that support their individual and diverse development needs. Enabling Environments offer children security, comfort, choice, engagement and opportunity.</p> <p>Children’s learning is best supported when they have opportunities which allow for movement and action, creativity and imagination, in dependence and collaboration.</p> <p>Time outdoors benefits children by offering unique opportunities.</p> <p>Source – Early Education (2021) Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage.</p> <p>A growing body of research evidence has demonstrated the benefits of Forest School including improvements in: Social and emotional development, academic</p>	<p>£3,000 (plus £1,500 contribution of PTA) 18 days of support at £250.</p>

	attainment, school attendance and environmental attitude and knowledge. Source - Forest School for Wellbeing: Supporting children and young people with social and emotional needs. (2021) Harriet Menter and Lucy Tiplady.	
Music Lessons	eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf	£300
Educational Visits – subsidising costs for PPG children	Schools can respond to the complexity of disadvantaged pupils’ needs by employing strategies specifically targeted at supporting pupils from disadvantaged backgrounds.	£240
Educational visits - residential	Source - Supporting the attainment of disadvantaged pupils Briefing for school leaders (2015) DFE The school aims to ensure our PP children can participate in the curriculum and enrichment activities at least at an equal level. For example, 75% reduction in all extra curricular fee paying activities , priority access to all clubs and first selection for enrichment activities off site. We want to raise the Cultural capital for these children to ensure that disadvantaged pupils are provided the cultural experiences and knowledge that non-disadvantaged pupils are more likely to have access to. PP children’s involvement in extracurricular activities allows opportunities for our PP children to socialise and develop relationships with a diverse mix of students across the school.	£300 (but high numbers in year 6 mean we will need £1200. Additional £900 to be budgeted in new financial year)

Total budgeted cost: £15,035

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 2024-2025 academic year.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan, for example a focus on play therapy to support individuals and small groups. Forest School was successfully continued last year.	
Intended Outcome	Impact in 2024-25
Embedding focus on metacognition and retrieval practice to help children recall previous learning.	Embedding History planning (which will be used as a template for other foundation subjects) to ensure clear steps of progression which are assessed. This has started to be monitored and similar approaches initiated for RE, Art and Geography in 25/26.
Enhancement of the teaching of phonics and reading.	New scheme embedded 23/24. Resources purchased – further sets of books to supplement supplies so that this can be effectively delivered in EYFS/KS1 and beyond - group and individual readers related to new scheme. KS1 teacher released to train TAs and support lower KS2 teacher to ensure continuity in progression. Whole Class Reading introduced to lower KS2.
Daily readers	Daily Readers identified and Reading Action Plan implemented throughout Summer 2025 to further raise standards and improve continuity of progress into KS2. TAs and volunteers coming in regularly to support listening to target children reading.
Play Therapy	Completed for children leading to improved engagement in learning and in class.
Forest School	All PPG children attended at least one half term (for many it was two half terms). Positive way of engaging them in learning and school experience.
PSHE Provision and Behaviour Management strategies	Behaviour Policy reviewed and implemented. Lunchtime routines improved to include Scrap Store and Quiet Space in Maple Class to support happy and busy lunchtimes with PPG pupils in Y5/6 a focus for taking on responsibilities as play leaders.

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
Devon Schools Library Subscription	Devon Library Service
White Rose Maths	White Rose Maths
IDL multi-sensory online programme to support literacy skills.	IDL
Google Workspace to support remote learning	Google
Twinkl Phonics	Twinkl
Number Stacks Intervention	Number Stacks