



Pupil premium strategy statement

This statement details our school's use of pupil premium for the year 2025 – 2026 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	Bishop Tufnell CE Primary School
Number of pupils in school	318
Proportion (%) of pupil premium eligible pupils	20% (64 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025//26 – 2028/29
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Louise Type
Pupil premium lead	Louise Type
Governor / Trustee lead	Janet Yeats

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 81,310
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	£ 81,310



Part A: Pupil premium strategy plan

Statement of intent

Context

Within our school we have 20% pupil premium, of this group, 28% are also SEND, 7% are EAL and 38% are classed as having an additional vulnerability according to school data. Therefore, our barriers for our disadvantaged children are more complex than just social economic background as only 25% are classed as pure PPG (PPG children who do not correlate with any other additional need or vulnerability). Therefore, through our Pupil Premium Strategy plan we aim to identify barriers for both groups of children and individual children.

Our strategies to support our PPG pupils will include:

- Ensuring professional development for staff to maintain a high standard of quality first teaching,
- Ensuring that appropriate provision/intervention is provided for vulnerable groups, this may be both emotional or academic based on the needs of the child or group,
- Recognising that not all children who are socially disadvantaged are registered or qualify for free school meals,
- Ensuring our ELSA trained TAs are used to support the emotional needs of our children.

We aim to:

- Increase the attendance of PPG pupils
- Provide behavioural, social and emotional support through training for class teachers and specialised support staff
- Narrow the progress gaps between Pupil Premium Pupils and the rest of the cohort
- Provide targeted academic support including linking small group interventions to classroom teaching.
- Provide professional development and training for teachers in Quality First Teaching to ensure all pupils including PPG are adapted for accordingly and engaged in their learning



Challenges

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

Challenge number	Detail of challenge
1	Attendance: In the 2024 – 2025 academic year PPG attendance was 89.8% this figure is compared to whole school attendance which was 93.7%. Whole school attendance is 1.1% below National for 2024 - 2025.
2	Year on year, there is an increase in the number of children needing access to additional social, emotional and wellbeing support within school. This is also needed to support whole families.
3	The average percentage of PPG pupils achieving ARE in Reading, Writing and Maths across the school is 27% lower than non-PPG pupils
4	Ensure that Quality first teaching strategies are embedded in the practice across the school to ensure that learning is adapted to suit the needs of all pupils

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
The attendance figure for FSM children increases to at least in line with national figures	Attendance increases from 89.8% in 2024 – 2025 to at least 94%



Children feel safe and secure in school Children have strategies to manage big emotions	Children can articulate strategies to manage their wellbeing and emotions evidenced through ELSA pupil voice, Parent voice, Safeguarding questionnaires.
A greater percentage of PPG pupils achieve ARE in Reading, Writing and Maths across the school	The attainment gap narrows
Quality First Teaching strategies employed across the school	Pupils engaged in learning and adaptations

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:

Activity	Evidence that supports this approach (EEF – Education Endowment Fund)	Impact review
<i>Quality First Teacher training</i>	Professional development and training for teachers ensures that they are supported to keep improving. EEF ‘Five a day’ principle	
<i>Staff CPD – anxiety/attachment</i>	On average, children who follow SEN interventions make around three additional months’ progress . This	



	is more likely when linked to professional development.	
<i>In-school and external training on regulating children's emotions and managing well-being</i>	See ' Supporting children's mental health and well-being ' document (EEF)	

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

Budgeted cost: **£75,310**

Activity	Evidence that supports this approach (EEF – Education Endowment Fund)	Impact review
TA's £ 75,310	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.	

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

Budgeted cost: **£ 6,000**



Activity	Evidence that supports this approach (EEF – Education Endowment Fund)	Impact review
<i>Forest School £ 6,000</i>		
<i>PPG Resources</i>		

Total budgeted cost: £81,310



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.

Progress and attainment

- PPG and PPPG pupils made the most progress in Reading and Maths across the school (1.3 steps below the rest of the cohort)
- At the end of KS1, the attainment gap was narrowest in Reading
- At the end of KS2, the attainment gap was narrowest in Reading
- TA interventions were monitored and targeted.
- In year 4 PPG pupils made more progress than the rest of the cohort in Maths.
- In KS1 a greater % of PPG pupils achieved ARE in Reading (+9%), Writing (+13%) and Maths (+23%) than the previous year. In KS2 a greater % of PPG pupils achieved ARE in Writing (+9%) compared with the previous year.