

Tanworth-in-Arden CofE 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	197
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	09/12/25 Amended on 26/02/26
Date on which it will be reviewed	09/12/26
Statement authorised by	
Pupil premium lead	Shelley Bamford
Governor / Trustee lead	S Joseph

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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>	£ 15,350

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to ensure that all disadvantaged pupils achieve outcomes at least in line with their peers, through high-quality teaching, targeted support, and strong pastoral provision.

As a small-cohort school, our strategy is built on **individual need, diagnostic assessment, and evidence-based approaches**. Our Pupil Premium strategy directly supports school priorities: narrowing the **reading-writing gap**, strengthening early literacy foundations (EYFS GLD), developing **inclusive practice through PINS**, building **courageous advocacy**, and enriching cultural capital through **LYFTA**.

Our key principles:

- Prioritise **high-quality teaching** as the most significant driver of improved outcomes.
- Use precise, structured **1:1 and small-group interventions** for reading and writing.
- Strengthen **communication and language** in EYFS.
- Address barriers related to **attendance, wellbeing, and neurodiversity**.
- Ensure all PP pupils access the full curriculum and enrichment offer, including advocacy and leadership.

Challenges

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

Challenge number	Detail of challenge	
1	Reading-writing attainment gap	Some pupils have weak decoding, limited vocabulary and struggle with composition.
2	Oral language and early communication	PP pupils often enter EYFS with below-age C&L skills.
3	Social, emotional and behavioural needs	Linked to SEND profiles and family pressures; impacts readiness to learn.
4	Attendance and punctuality	Small number of PP pupils at risk of persistent absence.
5	Access to enrichment and cultural capital	Limited opportunities outside school reduce vocabulary, world knowledge and aspiration.

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
Improve reading outcomes	PP pupils make expected or accelerated progress; phonics attainment rises; reading fluency improves.
Improve writing outcomes	PP pupils produce writing at least at age-related standards with improved vocabulary and structure.
Strengthen EYFS GLD	PP pupils achieve GLD, especially in C&L and Literacy.
Improve attendance	PP attendance \geq 96%; persistent absence significantly reduced.
Meet SEMH needs effectively	Behaviour incidents decrease; PP pupils report improved wellbeing and readiness to learn.
Increase enrichment participation	100% PP pupils attend trips, clubs, advocacy roles, cultural experiences.

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: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Hachette Reading into Writing to strengthen progression	EEF: High-quality teaching, feedback, writing instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/high-quality-teaching	1, 2

and close the reading–writing gap		
Strengthen early literacy through EYFS CPD on oral language, phonics, and adult–child interactions	EEF: Oral language interventions (Time to Talk/ Welcomm); early literacy https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1.2
Continue LYFTA to build global citizenship, vocabulary and cultural capital	EEF: Meta-cognition; developing wider knowledge supports reading https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/meta-cognition-and-self-regulation	5
Embed Beacon 360 framework to ensure consistent high-quality teaching	EEF: High-quality teaching; instructional coaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/professional-development	3, 4

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small-group phonics tutoring	EEF: Targeted small-group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/tuition	1, 2
Structured writing intervention groups	EEF: Writing interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/writing	1, 2

(sentence accuracy, vocabulary)		
Precision teaching for pupils falling behind	EEF: Diagnostic assessment; small-group tutoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/assessment-feedback	1, 2
Guided reading interventions focusing on fluency and comprehension	EEF: Reading comprehension strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2

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

Budgeted cost: £ 3350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver PINS strategies to improve inclusion for neurodiverse PP pupils	EEF: Behaviour interventions; SEL approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3, 4
Pastoral mentoring and SEMH support for vulnerable PP pupils	EEF: SEL programmes (Thrive/My Happy Mind), Counselling support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 4
Attendance support: early intervention, parental meetings,	DfE: Improving school attendance guidance https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	4

Funding for trips, residential, clubs, music lessons, leadership roles	EEF: Arts participation; wider enrichment improves engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
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Total budgeted cost: £15,350

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

24/25 Review

Reading progress improved for PP pupils receiving regular tutoring; however, inconsistency of intervention timetabling reduced impact for some.

GLD for PP pupils improved in C&L but remains below national in Literacy.

Attendance for most PP pupils increased, though a small number require more intensive support.

Enrichment participation rose significantly (all PP pupils attended at least one club).

This year's strategy includes:

- streamlined interventions with clearer entry/exit criteria*
- increased focus on writing acquisition*
- stronger pastoral support through PINS*
- more structured monitoring of enrichment and advocacy participation*

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Key Stage 2 performance:

In 2025 we had 0 disadvantaged children in Year 6

In years 3,4 and 5, there were 6 disadvantaged children of which 67% children are on track to be at least expected in Reading at the end of Key Stage 2.

In Writing 567% are on track to be expected at the end of Key Stage 2.

In Maths 67% are on track to be at least expected at the end of Key Stage 2.

In Key Stage 1 there is only 1 disadvantaged child and that child was Greater Depth in Reading and Writing and expected in maths at the end of Year 2.

Attendance among disadvantaged pupils was 94.1% which has improved by 2.7% on previous year, against 96.8% for non-disadvantaged 24/25. We continue to have close engagement with families, encouraging attendance and offering places at breakfast club are strategies used to support good attendance at school. Half-termly meetings

with the Warwickshire Attendance Service supports leaders identifying patterns and also supporting with new strategies to encourage regular attendance

This was the final year of our 3 year pupil premium strategy plan. Over the course of our three-year Pupil Premium strategy, careful evaluation through our ongoing School Self-Evaluation and School Improvement Plan priorities demonstrates a strong and sustained positive impact. Through targeted academic interventions, high-quality teaching, pastoral support and enrichment opportunities, disadvantaged pupils have made improved progress in reading, writing and mathematics, with diminishing gaps in attainment compared to their peers. The introduction of structured approaches to reading and writing, alongside carefully planned support for individual pupils, has strengthened outcomes and increased pupil confidence and independence. Attendance for disadvantaged pupils has also improved over time as a result of closer monitoring and enhanced family engagement. Importantly, pupils in receipt of Pupil Premium have accessed wider curriculum opportunities, leadership roles and enrichment experiences, supporting both academic success and personal development. As we end this three-year strategy, our evaluation confirms that the deliberate alignment of Pupil Premium spending with whole-school priorities has ensured measurable impact, sustainable systems and a strong foundation for the next phase of our improvement journey