

Tuxford Primary Academy Pupil Premium Strategy Statement 2024-2025

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Chair of Governors	Sue Jackson

Pupil premium strategy statement – Tuxford Primary Academy

This statement details our school's use of pupil premium (and recovery 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	238
Proportion (%) of pupil premium eligible pupils	28.4% including EYFS PP
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)	2022-2023 to 2025-2026 Current year 2024-2025
Date this statement was published	31.12.24
Date on which it will be reviewed	31.12.25
Statement authorised by	Deborah Lawrence (Acting Principal)
Pupil premium lead	Deborah Lawrence
Governor / Trustee lead	Sue Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,121
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£102,121

Part A: Pupil premium strategy plan

Statement of intent

School Context

Tuxford Primary Academy is situated within a rural town in Nottinghamshire. The LSOA in which the school is situated is ranked 7,639 out of 32,844 in terms of deprivation. The school has an IDACI score of 24%. Meaning that 24% of children under the age of 16 are living in low-income families.

Tuxford Primary Academy is determined that all children are given the best possible chance to achieve to the very best of their ability across all subject areas through the highest standards of Quality First Teaching, focussed support, access to a broad, balanced, engaging and knowledge rich curriculum, curriculum enrichment and pastoral care. The focus of our strategy is to close the gap between disadvantaged and non-disadvantaged children. For those children who are already at the age related standard or better, we expect them to remain on their progress trajectory.

Every adult in school is aware of the need to diminish the difference between disadvantaged and non-disadvantaged groups through QFT (Quality First Teaching) and other strategies. The strategies that the academy has chosen to address barriers to learning have been shown to have the greatest impact on closing the disadvantage attainment gap. They are designed to support **all** children regardless of disadvantage, to achieve academically and develop emotionally and to benefit from the opportunities. The closing of the gap will be sustained as the children continue their journey through school. Tuxford Primary Academy considers the best ways to allocate Pupil Premium money annually following rigorous data analysis, careful consideration of the needs of our children and use of the EEF Teaching and Learning Toolkit.

At Tuxford Primary Academy our Pupil Premium children have a variety of barriers to learning – not all academic but these barriers in turn affect academic progress, such as: less support at home, weak language and communications skills, more frequent behaviour difficulties and attendance issues. These challenges are varied and there is no “One size fits all”. All staff are aware of these barriers and support appropriately and sensitively.

Principles

- We strive to reduce barriers to learning and have high expectations of all of our children.
- We recognise and are mindful that not all pupils who receive free school meals will be socially disadvantaged and that some pupils who are socially disadvantaged may not qualify for free school meals status.
- Pupil Premium funding will be allocated to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated to raise the attainment and challenge pupils.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to achieve well from their starting points.

Achieving these Objectives

The range of provision we have in place

- High Quality first teaching is in place and teachers are supported to carry out diagnostic assessments and catch pupils at the earliest point with support from teaching assistants to carry out tailored interventions.
- Transition planning from Primary to Secondary, transition between year groups and transition externally into EYFS.
- Additional Learning support opportunities provided through teachers' assistants and/or external agencies.
- Children receive Emotional Literacy Support.
- Children have access to develop oracy with the support from a Speech and Language Communication Champion.
- Support for Pupil Premium children to have access to all activities, educational visits and residential by offering reduced rate.
- Support the funding of specialist diagnostic software to support learners and remove barriers to learning and raise attainment.
- Support pupils with resources that make an impact and address their cognition and learning needs.

Challenges

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

Challenge number	Detail of challenge
1	<p>Approximately, 48% of the children who have SEND across the school are also PP children.</p> <p>Of this group, 29% are supported for SEMH needs, 41% are supported for cognition and learning needs & 18% are supported for speech, language and communication needs</p> <p>This demonstrates that we have a significant number of PP children who require additional support to enable them to feel safe and ready to learn or to develop the communication skills they need to become effective learners.</p>
2	<p>Attendance of PP children is below that of non-PP & PP have a greater number of unauthorised absences. In 2023/24 PP attendance was 92.85% compared to non PP 95.47%, therefore a gap of 2.62%, an improvement of 1.78% on the previous year.</p>
3	<p>At the end of KS2, in 2023/24, between FSM6 and non FSM 6, the gap in reading was 26.9%, the gap in writing was 15.5% and the gap in maths was 20.3%.</p> <p>This is significant as it demonstrates that our disadvantaged pupils are at risk of not making expected standards against national expectations and will need further additional support to close the gap to build on reading skills that have an overall impact on a child's ability to understand and build on knowledge and skills in all areas of the curriculum.</p>
4	<p>ACEs – challenging family circumstances, social care involvement, barriers to learning for reasons other than academic. This is evident from the number of PP children in need of pastoral care and support.</p>

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 outcomes for PP children in reading, in every year group.	Throughout school, the gap between PP and non PP children in reading will narrow. KS2 reading outcomes for disadvantaged children in 2025/26 are at least in line with national. Children have effective reading skills which enable them to access all areas of the curriculum.
Improved outcomes for PP children in reading, writing and maths by the end of KS2.	Children leave Tuxford Primary Academy with knowledge and skills to ensure they can access the next stage of their education. KS2 combined outcomes for disadvantaged children in 2025/26 are at least in line with national. The gap between PP and non PP is diminished.
To achieve and sustain an increase in disadvantage pupils' attendance.	The percentage of PP pupils who are persistently absent (below 90%) are in line with non-disadvantaged pupils overall absence at the end of year. The overall attendance of all pupils is at least 97% to ensure no loss of learning and pupils have the opportunity to make academic progress.
PP children who have SEMH/ communication difficulties make expected or better progress compared with all children.	Effective strategies are in place to ensure that SEMH or communication difficulties are not barriers to learning.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £36 121

Activity	Evidence that supports this approach	Challenge number (s)

		address ed
The LaunchPad Toolkit will be used alongside RWI assessments to inform teaching and ensure gaps in language development are addressed and closed among disadvantaged children.	<p>Launchpad is a Toolkit/Approach, delivered through Quality First Teaching, to support our decisions and thought processes about our children, the skill gaps they may have and about what children need.</p> <p>EY Lead to develop Launchpad for Literacy program.</p> <p>Evidence shows that oral language interventions are inexpensive and have a high impact on reading as well as in other curriculum areas</p> <p>SEND Evidence Review March 2020 Oral language interventions Toolkit Strand Education Endowment Foundation EEF NELI (Nuffield Early Language Intervention)</p>	1,3
Introduction of the voice 21 Programme	<p>Introduced 24-25 to develop oracy skills of children across the academy.</p> <p>Voice 21 lead to champion development of programme and lead staff CPD. Good oracy skills have been proven to support educational outcomes and confidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>Improve the quality of SEL learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1, 2, 4
Effective use of	There is extensive evidence associating improved language and reading development with improved writing outcomes.	1, 3

assessment data to address gaps in writing to inform teaching	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 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. EEF Gathering and interpreting data EEF Diagnostic assessment tool EEF Accelerated Reader Effectiveness	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Intervention in EYFS to develop articulation of sounds for those children who need to strengthen muscles in the mouth in order to produce sounds clearly.	Targeted language interventions can have a positive impact on attainment in oracy, reading and other curriculum areas Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 3
Use of language interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills	Evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. Our baseline indicates that a large proportion of our children start school significantly below age typical, particularly in Communication & Language (C&L). Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF	3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Reader leader and English lead work with Raising Standards Lead to target children for intervention.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: EEF Phonics	3

Language and reading interventions in Key Stage 1 and Key Stage 2	Targeted use interventions all of which have a positive effect on outcomes Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 3
Targeted support for individual children through ELSA and through a Mental Health Lead & Family Support Nurture and booster groups	Social and emotional learning (SEL) approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. EEF Social and Emotional	1, 2, 4
Dedicated time given to all children through nurture groups, enrichments, PSHE programmes This will involve continued training for staff and embedding of our whole school behaviours which will enhance learning and promote elevated levels of wellbeing.	Guidance reports produced for EEF set out ways in which SEMH can be supported in school. Improving Social and Emotional Learning in Primary Schools EEF	1, 2, 4

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to enrichment activities, visits and visitors.	Enrichment and extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning which has a positive impact on outcomes for children. Enrichment activities are shown to give additional cultural capital to disadvantaged children and enable them to improve attainment with the additional knowledge and experiences gained. PHE Building children and young people's resilience in schools	1,2,3,

Breakfast club will be offered to those disadvantaged children who experience lateness, hunger or absence through parenting issues leading to higher attainment	There is some evidence that providing free before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. EEF re-published evaluations regarding Breakfast Clubs in 2019	1, 2, 3,
Parental engagement opportunities to ensure that children can be well supported at home with support from staff in the academy.	EEF research shows that successful parental engagement can increase attainment outcomes for children with little cost.	1, 2, 3, 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4

Total budgeted cost: £102,121

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

PP attendance:

- For last academic year attendance of statutory disadvantaged children was 90%
- Attendance of all children was 93.8% at the year end.

23/24 End of KS2 Statutory Assessments

- Year 6 cohort consisted of 11 FSM6 children.
- 36.4% of PPFSM6 children achieved Expected GPS
- 36.4% of PPFSM6 children achieved Expected in Reading
- 36.4% of PPFSM6 children achieved Expected in Maths
- 54.5% of PPFSM6 children achieved Expected in Writing
- 27.3% of PPFSM6 children achieved Expected across all subject areas

Phonics 23/24

- 67% of Year 1 FSM6 children achieved the phonics screening check

End of KS1 23/24

- KS1 Reading outcomes for 2023/2024, show that 67% of Year 2 FSM6 children performed at the expected or above level for Y2
- KS1 Mathematics outcomes for 2023/2024, show that 56% of Year 2 FSM6 children performed at the expected or above level for Y2
- 87.5% of Year 2 FSM6 children met the required standard by the end of Year 2 which is broadly inline with non FSM6 children, where 90.6% met the required standard.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Times Table Rockstars	TTRS
Spelling Shed	EdShed
Mathletics	3P Learning

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Tuxford Primary Academy is determined that all children are given the best possible chance to achieve to the very best of their ability and to 'be the best they can be' through the highest standards of Quality First Teaching, focussed support, access to a broad, balanced, engaging and knowledge rich curriculum, curriculum enrichment and pastoral care. We have a small number of service children on roll and ensure that no child is disadvantaged due to the service of their parent.

We use our SPP to contribute towards the following:

- High Quality first teaching is in place and teachers are supported to carry out diagnostic assessments and catch pupils at the earliest point with support from teaching assistants to carry out tailored interventions.
- Transition planning from Primary to Secondary, transition between year groups and transition externally into EYFS.
- Additional Learning support opportunities provided through teachers' assistants and/or external agencies.
- Children have access to Emotional Literacy Support.
- Children have access to develop oracy with the support from a Speech and Language Communication Champion.
- Support for Service Pupil Premium children to have access to all activities, educational visits and residential.
- Support the funding of specialist diagnostic software to support learners and remove barriers to learning and raise attainment.
- Support pupils with resources that make an impact and address their unique circumstances.

Primarily the measures we have in place help service children to access peers and adults that they feel they can approach and talk to that can reassure, help and if necessary access advice. This enables them to achieve and progress without any disadvantage due to parental service. We will work in partnership with parents to support in the most appropriate way when a parent is deployed.