



GB-24-2 Pupil premium strategy statement

Pupil premium strategy statement

Report from Jonathan Walters, Headteacher, Tweeddale Primary School for Governing Body meeting on 11 December 2024

Reviewed Summer 2025

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	394
Proportion (%) of pupil premium eligible pupils	46% (180 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	11 December 2024
Date on which it will be reviewed	31 July 2024
Statement authorised by	Jonathan Walters
Pupil premium lead	Jonathan Walters
Governor / Trustee lead	Kamahl Brown



GB-24-2 Pupil premium strategy statement

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£273,800
<i>Recovery premium funding allocation this academic year</i> <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
<i>Pupil premium funding carried forward from previous years (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>	£273,800

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve the highest possible attainment across all subject areas. At Tweeddale Primary School our pupils from disadvantaged backgrounds make up just over half of our total pupil population. Each and every one of them is precious to us. Some of our identified disadvantaged pupils have additional vulnerabilities which pose further barriers to achievement. We intend for all of our pupils from a disadvantaged or 'underserved'



GB-24-2 Pupil premium strategy statement

background to leave Tweeddale as confident individuals who are the best person they can possibly be. Our motto is: 'unlocking the potential in every child' and our six school values (ambitious, safe, positive, inclusive, respectful, enthusiastic) make up the key word 'ASPIRE'. Our aim is that all our pupils will become fluent readers, engaging writers, confident mathematicians and have wider knowledge of the world around them through our carefully constructed curriculum and real-life experiences. We seek every opportunity for personal development, including through a broad range of extra-curricular activities which will support pupils' sporting, music or linguistic ambitions. We take a whole-school approach to supporting disadvantaged pupils and focus on creating an inclusive school community with opportunities for all.

Challenges

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

Challenge number	Detail of challenge
1	Children enter school with below expected oral language skills. As a result, several pupils are failing to achieve GLD at EYFS. In 2023/24 52.4% of disadvantaged pupils achieved GLD compared to 63% for the whole school.
2	In KS1 the retention of phonic knowledge and independent ability to blend and segment is a barrier to progress in reading and writing. In 2023/24 56% of disadvantaged pupils passed the Phonics Screening Check compared to 67% overall.
3	A low proportion of disadvantaged pupils reach the expected standard in Reading, Writing and Maths at the end of KS2. In 2023/24 35% of disadvantaged pupils achieved expected standard in Reading, Writing and Maths combined compared to 44% for the whole school.



GB-24-2 Pupil premium strategy statement

4	Attendance rates for some disadvantaged pupils are lower than their peers. This reduces their school hours and causes them to fall behind in their learning. In the 2023/24 academic year average attendance for disadvantaged pupils was 89.7% compared to 91.9% for the whole school.
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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
A higher proportion of disadvantaged pupils achieve a Good Level of Development (GLD) at the end of EYFS compared to 2023/24	Over 54% of disadvantaged pupils achieve GLD at the end of EYFS.
For the gap between the attainment of disadvantaged pupils and non-disadvantaged to decrease in the Year 1 Phonics Screening Check (PSC) to decrease compared to 2023/24	Attainment of disadvantaged pupils in PSC matches that of their peers.
A higher percentage of disadvantaged pupils reach the expected standard in Reading, Writing and Maths at the end of KS2 compared to 2023/24	Over 40% of disadvantaged pupils achieve the combined expected standard at the end of KS2.
The attendance of disadvantaged pupils across every year group is closer to the whole school average compared to 2023/24	The average attendance of disadvantaged pupils matches the whole school average.



GB-24-2 Pupil premium strategy statement

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training to support the implementation of quality first teaching which meets the needs of all pupils, including those disadvantaged.	A highly trained staff is considered to be the most effective way to improve pupil outcomes. Moderation activities with other schools with similar proportions of disadvantaged pupils will help identify and adopt good practice.	1, 2, 3
Release time for subject leaders to create a more bespoke school curriculum which supports the high proportion of disadvantaged pupils at the school.	The school is embedding a new curriculum, particularly in the Foundation subjects, and is at the stage of needing to make it even more appropriate and accessible to all learners, including disadvantaged.	1, 2, 3



GB-24-2 Pupil premium strategy statement

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

Budgeted cost: £200,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and individualised in-class and out-of-class support for mainly disadvantaged pupils who need to catch-up with their peers.	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support, as identified through	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 most effective through regular daily practice.	1, 2, 3
Additional staff support in Year 5 and 6 to facilitate small group learning and booster groups, particularly among disadvantaged.	Small group tuition and booster groups, including before and after school, are highly effective in accelerating pupil learning and closing attainment gaps.	1, 2, 3

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

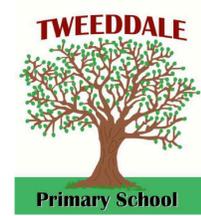
Budgeted cost: £63,000



GB-24-2 Pupil premium strategy statement

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of Family Liaison Officer (FLO) and Educational Welfare Officer (EWO) to monitor pupils, support parents and follow up quickly on absences, including disadvantaged pupils.	Increased parental engagement is effective in improving attendance. The FLO and EWO bring expertise in offering a range of tried and tested support strategies which are welcomed by families.	1, 2, 3, 4
ELSA and other emotional support mechanisms, such as our 'Starfish' nurture programme, are used to promote improved social and emotional mental health (SEMH)	Strategies that support pupils' social and emotional well-being are known to be effective in improving outcomes and attendance. Pupils are more ready to come to school and are more engaged in their learning.	1, 2, 3, 4
Disadvantaged pupils are afforded the same opportunities as their peers through discounted or free educational trips and wrap-around care.	Reducing the cost of school activities helps provide a 'level playing field' where there is opportunity for all. Inclusivity and equity are important values which demonstrate that every child is special, regardless of background.	1, 2, 3

Total budgeted cost: £ 273,000



GB-24-2 Pupil premium strategy statement



GB-24-2 Pupil premium strategy statement

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review Summer 2025

1. A higher proportion of disadvantaged pupils achieve a Good Level of Development (GLD) at the end of EYFS compared to 2023/24

In Summer 2025, 71% of disadvantaged pupils achieved GLD. This compares to 58% achieving GLD in Summer 2024.

2. For the gap between the attainment of disadvantaged pupils and non-disadvantaged to decrease in the Year 1 Phonics Screening Check (PSC) to decrease compared to 2023/24

The percentage of disadvantaged pupils passing the PSC in 2025 was 40%. This is a lower score than previous years and partly reflects some of the complex needs in the cohort. Swift measures have been put in place, including daily additional phonics interventions, to address this. The difference between the PSC score among disadvantaged and non-disadvantaged was 17% In 2024, this difference was 12%, indicating that closing this gap in KS1 needs to remain a priority.

3. A higher percentage of disadvantaged pupils reach the expected standard in Reading, Writing and Maths at the end of KS2 compared to 2023/24

For Reading/Writing/Maths combined, teacher assessments at the end of Year 6 in Summer 2025 recorded 57% of pupils achieved the expected standard or above. For disadvantaged pupils, the combined score was 54%. This gap between disadvantaged and non-disadvantaged was therefore 3% in 2025, compared to 9% in 2024 (59% compared to 50%)



GB-24-2 Pupil premium strategy statement

4. The attendance of disadvantaged pupils across every year group is closer to the whole school average compared to 2023/24

Overall school attendance was 91.4% in 2024-25, a drop of 0.5% from the previous school year. The percentage attendance for disadvantaged in that school year was 88.4%, compared to 93.5% for non-disadvantaged - a gap of 5.1%. In 2023-24, this gap between disadvantaged and non-disadvantaged was 3.8%. To address this gap, the school has appointed a full-time attendance officer and the processes for tracking absences week-by-week have been tightened considerably, with guidance from the Greenshaw Learning Trust.

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
In-class diagnostic assessments	Pixl

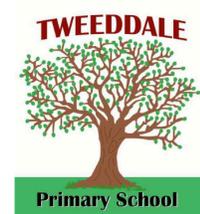
Service pupil premium funding (optional)

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

n/a

The impact of that spending on service pupil premium eligible pupils



GB-24-2 Pupil premium strategy statement

Further information (optional)

n/a