



Tyndale Primary School

Pupil Premium Strategy

Statement

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Pupil Premium Strategy Statement

Tyndale Primary School

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	200
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	18/12/2025
Date on which it will be reviewed	18/12/2026
Statement authorised by	Mr L Crouch
Pupil premium lead	Ms E Kirby
Governor / Trustee lead	Mr N Manessi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,367
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery 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>	£151,367

Part A: Pupil premium strategy plan

Statement of intent

We understand educational disadvantage to mean those children whose achievement is at risk because of the impact of their social and economic circumstances. This might include home environment, word and world knowledge, as well as health and welfare considerations like social and emotional development.

Educational disadvantage incorporates all children who are vulnerable, whether or not they are in receipt of the Pupil Premium, and whether or not they are high or low prior attaining. This is not about deficit: we celebrate all our children and see everything they bring as a strength.

A key principle for us is that all staff understand these challenges and recognise their role and responsibility in mitigating them for our pupils.

This shared responsibility is captured in the activities laid out below, but it also exists in the thousands of tiny interactions all our staff have with our children each day, where we relentlessly seek to challenge the impact of disadvantage on our pupils' ability to achieve. Seeing things through the lens of disadvantage in this way helps us to be clear about the impact of our words and actions on all our pupils, but particularly our most vulnerable.

Our philosophy is to direct our resources to where they can make the biggest difference. Research and experience tell us this is in the classroom, where through high quality teaching and strong relationships with our children we have the most control over their development. We can significantly improve all pupils' learning and sense of belonging at school if we focus tirelessly on anticipating where they might struggle and thinking carefully and deliberately about what we say and do each day.

A significant focus remains the development of our pupils' language ability. We know that high levels of literacy are vital in unlocking success and influencing how children see themselves in relation to others and to the world around them. We will therefore be continuing to improve our teachers' ability to support pupils' reading comprehension, but also their oral language development too.

Challenges

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

Challenge number	Detail of challenge
<p>1</p> <p>Knowledge Gap - Attainment</p>	<p>The attainment of disadvantaged pupils in Year 6 is significantly below that of their non-disadvantaged peers, particularly in Reading and Maths. Current outcomes show a substantial gap (Reading: 21% PP vs 69% non-PP; Maths: 29% PP vs 69% non-PP), indicating that disadvantaged pupils are not achieving expected standards at the same rate.</p>
<p>2</p> <p>Starting Points - EYFS</p>	<p>A significant number of disadvantaged children are entering Reception with developmental needs that are well below age-related expectations, particularly in early communication and language, social interaction, self-regulation, and foundational early learning skills. These pupils require accelerated support and targeted intervention to ensure they can access the Early Years curriculum, develop readiness for learning, and make rapid progress towards the Early Learning Goals. Without early, high-quality intervention, these gaps risk widening and impacting long-term attainment throughout their primary education.</p>
<p>3</p> <p>Phonics and Reading</p>	<p>A significant proportion of disadvantaged children are not secure in early phonics and reading by the end of Year 1. Many do not pass the Phonics Screening Check and therefore enter Year 2 without the foundational decoding and fluency skills needed to access the wider curriculum. This early gap in reading proficiency leads to reduced confidence, slower progress in English and across subjects, and increased risk of long-term underachievement. Without accelerated, high-quality phonics teaching and targeted support, disadvantaged children risk falling further behind as text complexity increases throughout Key Stage 1 and beyond.</p>
<p>4</p> <p>Attendance</p>	<p>Disadvantaged children have consistently lower attendance than their non-disadvantaged peers across the school. This results in reduced access to high-quality teaching, lost learning time, and gaps in curriculum knowledge that disproportionately impact their progress and attainment. Persistent absence is more common among disadvantaged pupils, and a notable number struggle to sustain regular routines of punctual, daily attendance. Without targeted support to remove barriers, improve family engagement, and strengthen attendance culture, disadvantaged pupils risk falling further behind academically and socially.</p>
<p>5</p> <p>Social, Emotional and Mental Health</p>	<p>A significant proportion of disadvantaged children demonstrate heightened social, emotional, and mental health (SEMH) needs, leading to increased levels of dysregulation, difficulty accessing learning, and lost learning time. Many of these pupils require repeated adult intervention to self-regulate, which affects their ability to engage with high-quality teaching, maintain positive relationships, and sustain focus. This has a disproportionate impact on progress, behaviour for learning, and attendance for some disadvantaged children compared with their peers.</p>

<p>6 Cultural Capital</p>	<p>Many disadvantaged children have limited experiences beyond their home life and immediate community. This lack of exposure to a broad range of cultural, social, and educational experiences can restrict vocabulary, background knowledge, confidence, aspiration, and the ability to fully access and engage with the curriculum. Without targeted opportunities to develop cultural capital, disadvantaged children are less able to participate meaningfully in learning, apply knowledge across subjects, and develop the skills, dispositions, and aspirations necessary for long-term academic and personal success.</p>
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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
<p>1) Disadvantaged children in Year 6 make accelerated progress in Reading and Maths so that the attainment gap between disadvantaged and non-disadvantaged children significantly narrows. By the end of the academic year, disadvantaged children are better prepared for secondary school through strengthened core knowledge, and greater confidence in applying reading comprehension and mathematical reasoning skills.</p>	<ul style="list-style-type: none"> ● The proportion of disadvantaged pupils achieving the expected standard in Reading increases significantly from 21%, narrowing the gap with non-disadvantaged pupils. ● The proportion of disadvantaged pupils achieving the expected standard in Maths increases from 29%, reducing the attainment gap with their peers. ● Combined attainment (R/W/M) for disadvantaged pupils shows measurable improvement compared with the previous year. ● Disadvantaged pupils demonstrate accelerated progress from their starting points in Reading and Maths, evidenced through internal assessment points, teacher assessment, and standardised scores.
<p>2) Disadvantaged pupils entering Reception with developmental delays make rapid and sustained progress in communication and language, social–emotional development, early literacy, and early maths so they are better able to access the EYFS curriculum. Early gaps narrow significantly by the end of the Reception year, enabling these pupils to meet developmental milestones, build strong learning behaviours, and be well-prepared for Year 1.</p>	<ul style="list-style-type: none"> ● A significant proportion of disadvantaged children with identified developmental needs meet age-related expectations by the end of Reception. ● Gaps in communication and language, PSED, early literacy, and early maths narrow over the year. ● Fewer disadvantaged pupils remain significantly below developmental expectations by the end of the EYFS. ● Termly EYFS assessments demonstrate strong or accelerated progress for disadvantaged pupils from their starting points. ● Disadvantaged pupils show improved self-regulation, early independence, and ability to follow routines. ● All disadvantaged pupils with developmental delays receive timely, high-quality interventions matched to their needs. ● Increased parental engagement in supporting early language, reading, and home learning routines for disadvantaged children.
<p>3) Disadvantaged children secure strong phonics knowledge and become fluent early readers. By the end of Year 1, a</p>	<ul style="list-style-type: none"> ● A significantly higher percentage of disadvantaged pupils pass the Year 1

<p>significantly higher proportion of disadvantaged children pass the Phonics Screening Check and enter Year 2 able to decode, read fluently, and access the full breadth of the curriculum.</p>	<p>Phonics Screening Check compared to the previous year.</p> <ul style="list-style-type: none"> ● Disadvantaged pupils not meeting the threshold in Year 1 make accelerated progress and achieve the expected standard by the end of Year 2. ● Pupil voice indicates increased confidence and enjoyment of reading at home and school. ● Lesson observations show disadvantaged pupils actively participating in phonics sessions and applying strategies in independent reading and writing.
<p>4) Disadvantaged children attend school regularly and punctually, reducing the gap in attendance compared to non-disadvantaged peers. Improved attendance ensures these children can consistently access high-quality teaching, participate fully in the curriculum, and make strong academic and social progress.</p>	<ul style="list-style-type: none"> ● The overall attendance of disadvantaged pupils increases to meet or exceed national averages. ● Persistent absence (PA) for disadvantaged pupils decreases significantly over the academic year. ● Fewer disadvantaged pupils are late to school, with punctuality improving across all year groups.
<p>5) To improve self-regulation, resilience, and emotional readiness to learn for disadvantaged children, ensuring they can access high-quality teaching, participate positively in school life, and make strong academic progress.</p>	<ul style="list-style-type: none"> ● Reduction in incidents of dysregulation and time out of learning. ● Improved engagement in classroom routines and independent work. ● Increased attendance for targeted disadvantaged children. ● Improved Boxall, Thrive, and internal SEMH intervention assessment scores. ● Pupil voice shows an increased sense of safety, belonging, and emotional readiness to learn. ● Teachers report greater independence and fewer SEMH-linked barriers.
<p>6) Disadvantaged children have enriched cultural, social, and educational experiences that broaden their horizons, build knowledge, and develop confidence, aspiration, and engagement. They are able to apply these experiences to learning across the curriculum, access opportunities equally with peers, and develop skills that support academic progress and personal development.</p>	<ul style="list-style-type: none"> ● Disadvantaged children can reference and apply knowledge gained from wider experiences in class discussions, writing, and project work. ● All disadvantaged pupils participate in trips, visits, workshops, and extracurricular activities beyond the immediate community. ● Participation in music, sport, arts, and leadership activities increases among disadvantaged pupils. ● Families of disadvantaged pupils engage with opportunities provided by the school (events, exhibitions, performances).

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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
StepLab platform to support our instructional coaching programme to deliver high-quality professional development for all teachers and learning partners.	Evidence that focusing on professional development makes an impact on outcomes is provided by the EEF Guidance Report on Effective PD. There is evidence that instructional coaching is a form of PD that can make a positive impact provided key mechanisms are included.	1, 2, 3
Professional Development programme for all teachers, learning partners and inclusion partners to provide them with evidence-informed training and development opportunities to improve the quality of provision and teaching and learning.		1, 2, 3, 5
Implement baseline assessments within the first five weeks using Arc Pathways, and the school's EYFS baseline. Establish a clear process for early identification of communication, language, social-emotional, and early learning needs.	Early assessment ensures targeted teaching and intervention (EEF: High-quality assessment, Oral Language Interventions). Identifying needs earlier prevents gaps from widening and increases the impact of high-quality early years provision.	2
Ensure daily phonics lessons follow the school's SSP with fidelity through training, monitoring, coaching, team-teaching and support for staff to secure consistency and pace. Provide targeted "keep-up" sessions the same day for	Systematic synthetic phonics is one of the most effective approaches to teaching early reading (EEF: Phonics – high impact for very low cost). 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	3

disadvantaged pupils who struggle in the main lesson. Deliver structured catch-up interventions for those significantly behind (e.g., fast-track phonics, precision teaching).	as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Partners delivering in and out of class targeted academic interventions one-to-one and small groups.	There is strong evidence to suggest that small group tuition has an average impact of four months' additional progress over the course of a year: Small Group Tuition EEF	1, 2, 3
Arc Pathways assessment and interventions through learning pathways in EYFS.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	2
LbQ (Learn by Question) and Carousel programmes to support retention of knowledge and diagnostic assessments in KS1 and KS2.		1

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

Budgeted cost: £45,367

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive interventions and pastoral interventions (orest school, lego therapy, zones of regulation interventions, gardening club at break and lunchtimes, transition support, cooking therapy)	Evidence to support this activity comes from different sources, including improving social and emotional learning (though mostly at primary). It also comes from recommendations in the EEF Improving Behaviour in Schools Guidance Report.	4, 5

Play therapy sessions for children identified from assessments.		
Pastoral Team (Pastoral Leader and Inclusion Partners) providing proactive and reactive support to children and Mentors providing daily mentoring sessions with children.	<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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions designed to reduce challenging behaviour in schools have a moderate evidence base for improving outcomes, particularly those that focus on pupil self-management. EEF Behaviour Interventions Adolescent mental health: A systematic review of school-based interventions</p>	4, 5
Cultural Capital - Experiences and Instrumental Lessons (Whole-Class - every child learns an instrument from Year 1 - Year 6 and small group instrumental lessons offer).	As well as being valuable in itself, wider participation can have a positive impact on wellbeing - EEF Arts Participation A literature review by Goldsmiths University for The National Children's Bureau highlights how extra-curricular activity increases sense of belonging.	6
Breakfast Club and Breakfast Bistro offered to all children to ensure they have a strong start to the day.	<p>Offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision</p>	4, 5

Total budgeted cost: £151,367

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024-2025

We have analysed the performance of our school's disadvantaged children during the previous academic year, drawing on national assessment data and our own internal assessments. The data demonstrated that whilst the gap between disadvantaged and non-disadvantaged children remains, the progress of disadvantaged pupils is continuing to rise year on year.

Whilst there is still much work to do to raise overall attainment and progress, this represents a significant achievement, one that was a key objective for the outcome at the end of the previous three-year strategy period.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that the attendance of disadvantaged pupils remains an ongoing concern.

Disadvantaged pupils are still overly represented in our suspensions and exclusions, though suspension rates are down considerably for all pupil groups.

Behaviour and attendance for disadvantaged pupils is heavily linked with rising social emotional and mental health needs. Additional resource to our SEMH provision and greater co-ordination between teaching and specialist staff has helped ensure we are able to meet needs internally and/or in collaboration with local support networks.

Overall the main aims of the previous three-year strategy have been met and have provided us with a strong platform upon which to continue to raise attainment and welfare.