



Tweeddale Primary School

Pupil Premium Strategy

Statement

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Pupil premium strategy statement

Report from Jonathan Walters, Headteacher, Tweeddale Primary School to be agreed by Chair's resolution on 19 December 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	380
Proportion (%) of pupil premium eligible pupils	44%
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)	2025/26
Date this statement was published	19 December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jonathan Walters
Pupil premium lead	Jonathan Walters
Governor / Trustee lead	Kamahl Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 266,370
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
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>	£266,370

Part A: Pupil premium strategy plan

Statement of intent

At Tweeddale Primary School our vision is to create a safe, nurturing and inclusive school community in which every child feels a strong sense of belonging and where relationships between adults and children are strong. We relentlessly pursue removing barriers to learning so that every child is able to achieve their full potential. This includes barriers based on a child's family income or personal circumstances. Our philosophy of 'Aspire and achieve' underpins all that we do and means that we have an aspirational curriculum, a wide range of cultural enrichment activities and set high expectations on every learner. Through our targeted use of pupil premium funding, we intentionally 'lower the curb' to provide disadvantaged children the opportunities to thrive socially, emotionally and academically.

Challenges

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

Challenge number	Detail of challenge
1	Our observations, pupil progress discussions and outcomes data reveal that some disadvantaged pupils find it more difficult to apply core knowledge when faced with statutory test papers. For example, the proportion of disadvantaged pupils reaching the expected standard in Reading, Writing and Maths (RWM) at the end of KS2 in Summer 2025 was 44% compared to 55% for non-disadvantaged pupils.
2	Our assessments, observations and teacher feedback show some disadvantaged pupils have lower reading fluency and less developed core phonic knowledge. In Summer 2025, for example, 38% of disadvantaged pupils in Year 1 passed the Phonics Screening Check compared to 57% of non-disadvantaged pupils.

3	Attendance tracking data and observations indicate that some disadvantaged pupils have less ambition to attend school and achieve well. In 2024/25 the average attendance for disadvantaged pupils was 88.6% compared to 94.6% for non-disadvantaged pupils.
4	Observations and pupil survey data shows some pupils have limited experience of cultural capital activities where they can be inspired by their interests

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
Retention and application of core knowledge and skills by disadvantaged pupils has improved.	Assessment data and classroom observations show that the gap between the outcomes of disadvantaged and non-disadvantaged pupils is narrowed by at least 5%.
Phonics and reading attainment of disadvantaged pupils has increased.	Outcomes data show the proportion of disadvantaged pupils who have achieved the expected standard has increased by over 10%.
High levels of pupil school attendance	Attendance data for 2025/26 shows that the gap between the attendance of disadvantaged and non-disadvantaged pupils is less than 3%
High participation in extra-curricular activities, school workshops and trips.	Participation data shows that more disadvantaged pupils participate in extra-curricular activities, workshops and trips in 2025/26 than in the year before.

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: £ 1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Professional development in high quality adaptive teaching methods which respond to the needs of every pupil and promote high retention of core knowledge and skills.</i>	EEF Teaching and Learning Toolkit (2025) EEF Guidance report: Effective Professional Development (2021)	1, 2

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

Budgeted cost: £ 263, 370

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted interventions to promote phonics and reading skills</i>	EEF Guidance Report: Improving Literacy in KS1 (2020) and KS2 (2021)	1, 2
<i>Teaching assistant deployment and interventions to support the retention and retrieval of core knowledge and skills</i>	EEF Guidance Report: Deployment of Teaching Assistants (2025)	1, 2

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

Budgeted cost: £ 2, 000

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Strategies to support pupil attendance, including 'soft start' nurture provision and parental support.</i>	DfE report: Working together to improve school attendance (2024)	3
<i>Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips</i>	Social Mobility Commission report: Extra-curricular activities, soft skills and social mobility (2019)	4

Total budgeted cost: £ 266, 370

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%)

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