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	239
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	9/11/27
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 *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£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
1 **Knowledge Gap - Attainment**	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.
2 **Starting Points - EYFS**	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.
3 **Phonics and Reading**	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.
4 **Attendance**	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.
5 **Social, Emotional and Mental Health**	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.

6 **Cultural Capital**	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.

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
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.	● The proportion of disadvantaged pupils achieving the expected standard in Reading increases significantly, narrowing the gap with non-disadvantaged pupils. ● The proportion of disadvantaged pupils achieving the expected standard in Maths increases, 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.
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.	● 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.
3) Disadvantaged children secure strong phonics knowledge and become fluent early readers. By the end of Year 1, a	● A significantly higher percentage of disadvantaged pupils pass the Year 1

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.	Phonics Screening Check compared to the previous year. ● 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.
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.	● 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.
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.	● 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.
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.	● 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	

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
LbQ (Learn by Question) and Carousel programmes to support retention of knowledge and diagnostic assessments in KS1 and KS2.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	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	There is extensive evidence associating childhood social and emotional skills with	4, 5

Partners) providing proactive and reactive support to children and Mentors providing daily mentoring sessions with children.	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) 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	
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.	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. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision	4, 5

Total budgeted cost: £151,367

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2025-26

Academic outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal assessments.

1. **End of KS2 Pupil Attainment:**

	Tyndale pupils PP	Tyndale pupils ALL	Local Authority PP	National PP	Position
RWM Combined	59%	53%	40%	47%	Tyndale PP pupils above LA and National
Reading	65%	67%	53%	63%	Tyndale PP pupils above LA and National
Writing	65%	70%	54%	59%	Tyndale PP pupils above LA and National
Maths	59%	67%	53%	61%	Tyndale PP pupils above LA
GPS	53%	60%	49%	60%	Tyndale PP pupils above LA

This is encouraging because:

- Students in receipt of Pupil Premium at Tyndale achieve better than Local Authority students in receipt of Pupil Premium in all Reading, Writing, Maths and combined.
- Students in receipt of Pupil Premium achieve better than national students in receipt of Pupil Premium in Reading, Writing and combined.

A priority to address is:

- Tyndale students in receipt of Pupil Premium to achieve in line with national in Maths and GPS.
- Our ambition is for aTyndale students in receipt of Pupil Premium to achieve in line with all students nationally, not just Pupil Premium.

2. **Year 4 Multiplication Tables Check**

Tyndale pupils PP	Tyndale pupils ALL	Local Authority PP	National PP	Position
28%	34%	Not yet available. 2024-25 Pupil Premium students 23%.	Not yet available. 2024-25 Pupil Premium students 27%.	Tyndale PP above 2024-25 national and LA PP.

This is encouraging because:

- Students in receipt of Pupil Premium at Tyndale achieved better than Local Authority and national students in receipt of Pupil Premium did in 2024-25.

This is concerning because:

- The national pass rate for all pupils in 2024-25 was 37%.
- Our ambition is for aTyndale students in receipt of Pupil Premium to achieve in line with all students nationally, not just Pupil Premium.

3. Year 1 Phonics Screening

Tyndale pupils PP	**Tyndale pupils NON-PP**	**National PP**
58%	79%	68%

This is concerning because:

- There is a significant gap between students in receipt of Pupil Premium at Tyndale and those not in receipt of Pupil Premium at Tyndale.
- Students in receipt of Pupil Premium at Tyndale do not perform as well as national.
- Our ambition is for Tyndale students in receipt of Pupil Premium to achieve in line with all students nationally.

4. Good Level of Development

Tyndale pupils PP	**Tyndale pupils NON-PP**	**National PP**	**National NON-PP**
57%	81%	55%	76%

This is encouraging because:

- Students in receipt of Pupil Premium at Tyndale perform better that national.

This is concerning because:

- There is a significant gap between students in receipt of Pupil Premium at Tyndale and those not in receipt of Pupil Premium at Tyndale.
- Our ambition is for Tyndale students in receipt of Pupil Premium to achieve in line with all students nationally.

5. Attendance

We have also scrutinised a wider range of data to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Attendance	**2024/25**	**2025/26**

Tyndale PP	89%	91%
Tyndale Non-PP	96%	96%
National PP	89%	89%
National All	95%	95%

This is encouraging because:

- The attendance of disadvantaged pupils has improved by 2% over the past year.
- Our ambition is for Tyndale students in receipt of Pupil Premium to achieve in line with all students nationally.

6. Behaviour

	2023/24	**2024/25**	**2025/26**
Tyndale Suspensions	135	56	16

Whilst disadvantaged pupils are still overly represented in our suspensions and exclusion numbers, our suspension rates have significantly decreased for all pupil groups, suggesting our work around pastoral support, therapeutic environment and behaviour curriculum has been effective.

Summary

Overall, as detailed in the breakdown below, the progress indicators suggest that the school is on track to meet the majority of our goals for its disadvantaged pupils at the end of the three-year strategy.

Good progress ☒ Average progress ☐ Minimal progress ☐

Achieved	**On Track**	**At Risk**

Intended Outcome	**Evaluation**
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	There has been continued development in the quality and consistency of teaching across Key Stage 2, supported by instructional coaching, explicit instruction, retrieval practice and targeted academic intervention. These approaches have strengthened the school's capacity to identify and address gaps in disadvantaged pupils' knowledge. Although improvements in teaching and intervention provide a stronger foundation for progress, the intended outcome has not yet been fully achieved.

strengthened core knowledge, and greater confidence in applying reading comprehension and mathematical reasoning skills.	Accelerating progress in Reading, Maths and combined attainment remains a central priority, with continued emphasis on responsive teaching, reading comprehension, mathematical reasoning and the systematic assessment of intervention impact.
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.	The school has strengthened its approach to early identification of developmental needs through baseline assessments, use of the GLT Discussion document and ongoing assessment of communication and language, personal, social and emotional development, early literacy and mathematics. Disadvantaged pupils increasingly benefit from carefully structured routines, explicit teaching, high-quality adult interactions and targeted intervention. The development of an inclusive Early Years model, alongside increased collaboration between teaching, learning partners and inclusion staff, supports pupils with significant developmental gaps to access learning and develop independence.
3. Disadvantaged children secure strong phonics knowledge and become fluent early readers. By the end of Year 1, a 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.	The school's work with the English Hub has strengthened the implementation of systematic synthetic phonics, including staff development, monitoring, coaching and fidelity to the agreed programme. Daily phonics teaching, reading practice groups and targeted keep-up and catch-up sessions provide a consistent approach to early reading. The focus on rapid identification of misconceptions and additional practice for pupils at risk of falling behind has improved the school's capacity to respond to individual needs. However, disadvantaged pupils continue to face significant barriers to acquiring secure decoding and reading fluency, particularly where speech, language and communication needs or SEND are also present. The school recognises that the proportion of disadvantaged pupils meeting the expected standard in the Phonics Screening Check requires further improvement. The strategy will continue to prioritise consistent phonics teaching, regular assessment, targeted intervention and the development of reading fluency, with a particular emphasis on pupils who do not meet the expected standard in Year 1.

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.	The introduction of three-weekly Pastoral Snapshot Meetings, targeted attendance support and closer collaboration between school leaders, pastoral staff and families has enabled earlier identification of barriers and more coordinated intervention. Breakfast provision has also supported positive morning routines, belonging and readiness for learning.
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.	The school's investment in pastoral and inclusion provision has strengthened its ability to meet the social, emotional and mental health needs of disadvantaged pupils. The development of The Hive, The Nurture Nest and targeted support from Inclusion Partners has increased opportunities for pupils to access co-regulation, structured interventions and personalised support. The school's consistent behaviour curriculum, built around being Ready, Respectful and Safe, has established clearer expectations and routines across the school. Behaviour data indicates a significant reduction in suspensions over time, reflecting improvements in systems, staff practice and targeted support. The school has also strengthened its understanding of the distinction between dysregulation and deliberate behavioural choices, ensuring that pupils receive appropriate regulation support before behaviour sanctions are considered.
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.	The school's commitment to providing a broad and ambitious curriculum has enabled disadvantaged pupils to benefit from a wide range of educational, cultural and enrichment opportunities. Whole-class instrumental teaching, a school choir, educational visits, wider curriculum experiences, enrichment activities and pupil leadership opportunities support pupils in developing confidence, knowledge, social skills and a stronger sense of belonging. The development of the school's wider enrichment offer, including structured after-school clubs, provides additional opportunities for children to develop interests, practise skills and participate positively in

	school life. These opportunities are particularly important for disadvantaged pupils who may otherwise experience barriers to participation outside school. While the breadth of provision is a strength, the school recognises the importance of evaluating participation and impact more systematically. Future monitoring will focus on ensuring equitable access for disadvantaged pupils, identifying barriers to participation and measuring the contribution of enrichment to confidence, attendance, engagement and curriculum learning.

Teaching

☒ **Good progress** ☐ **Average progress** ☐ **Minimal progress**

The school's investment in high-quality teaching and professional development has continued to strengthen the consistency and effectiveness of classroom practice. Instructional coaching through StepLab, alongside a carefully sequenced professional development programme, has supported teachers and Learning Partners in developing evidence-informed approaches to teaching and learning.

The implementation of The Tyndale Way has established clear expectations for explicit instruction, modelling, guided practice, checking for understanding and retrieval. This has supported a more consistent approach to curriculum delivery and created a stronger learning environment for disadvantaged pupils, particularly those who require additional structure, repetition and opportunities to secure foundational knowledge.

In Early Years, the use of baseline assessment and Insight objective termly discussions have strengthened the identification of developmental needs and enabled more responsive teaching. The school's partnership with the English Hub has supported improvements in phonics provision, including programme fidelity, assessment and targeted keep-up teaching.

Monitoring through instructional coaching, lesson visits and assessment information indicates improvements in the consistency of teaching approaches. However, attainment gaps remain significant, and improvements in classroom practice have not yet translated into sufficiently strong outcomes for all disadvantaged pupils.

The school will therefore continue to prioritise high-quality teaching as the foundation of its pupil premium strategy, with increased emphasis on measuring the impact of professional development on pupil learning, improving responsive teaching and securing accelerated progress in Reading, Writing and Maths.

Targeted academic support

☐ **Good progress** ☒ **Average progress** ☐ **Minimal progress**

Targeted academic support has continued to play an important role in addressing gaps in disadvantaged

pupils' knowledge and supporting those who require additional teaching to access the curriculum successfully.

Learning Partners have provided additional support through structured individual and small-group interventions, both within and beyond the classroom. These interventions have focused particularly on early reading, phonics, literacy, mathematics and the development of foundational knowledge.

In Early Years, the GLT Early Years Discussion Document has replaced Arc Pathways to support the identification of specific developmental needs and informed targeted provision for children entering school significantly below age-related expectations. Across Key Stages 1 and 2, assessment and retrieval approaches, including Learn by Question and Carousel, have supported teachers in identifying misconceptions and strengthening retention of taught knowledge.

The school's approach increasingly emphasises the importance of targeted intervention being closely aligned with high-quality classroom teaching, ensuring that additional support complements rather than replaces access to the wider curriculum.

While targeted support has enabled more personalised responses to pupils' needs, disadvantaged attainment remains below that of non-disadvantaged peers. This demonstrates the need for sharper evaluation of intervention effectiveness, including clear starting points, measurable outcomes and regular review of progress.

The school will continue to refine the deployment of Learning Partners, prioritise timely and evidence-informed interventions, and ensure that intervention impact is evaluated systematically so resources are directed towards approaches that secure the greatest improvement in pupil outcomes.

Wider strategies

☒ Good progress ☐ Average progress ☐ Minimal progress

Investment in wider strategies has had a positive impact on the school's capacity to address barriers to learning associated with attendance, behaviour, wellbeing and disadvantage.

The development of the school's pastoral and inclusion provision, including The Hive, The Nurture Nest and targeted support from Inclusion Partners, has enabled more proactive and personalised responses to pupils with social, emotional and mental health needs. Structured regulation activities, mentoring and therapeutic interventions have supported pupils in developing emotional readiness for learning and accessing school more successfully.

The consistent implementation of the school's behaviour curriculum, alongside clearer routines, expectations and approaches to co-regulation, has contributed to a significant reduction in suspensions over time. However, a small number of pupils with complex needs continue to require intensive support, and disadvantaged pupils remain disproportionately represented in behaviour incidents and suspensions.

Attendance has shown encouraging improvement, supported by stronger monitoring, Pastoral Snapshot Meetings, targeted family engagement and attendance interventions. Breakfast provision, including the development of Tyndale Rise, has strengthened the school's offer for families and provides an opportunity to support positive morning routines, relationships and readiness for learning. Nevertheless, persistent absence remains an ongoing concern, particularly for disadvantaged pupils experiencing multiple barriers.

The school's commitment to cultural capital and enrichment has continued to provide valuable

opportunities for disadvantaged pupils to participate in music, educational visits, wider curriculum experiences and extracurricular activities. The development of Tyndale Enrich further strengthens opportunities for pupils to develop confidence, interests and a sense of belonging.

Overall, wider strategies have strengthened the school's inclusive culture and its ability to identify and respond to barriers affecting disadvantaged pupils. The next phase of the strategy will focus on securing sustained improvements in attendance, reducing persistent absence and lost learning time, developing pupils' independence in self-regulation and ensuring equitable participation in enrichment opportunities.

Summary

The implementation of the Pupil Premium Strategy has strengthened the school's provision for disadvantaged pupils through improvements in teaching, targeted academic intervention and wider pastoral support.

There is evidence of positive developments in the consistency of teaching, early identification of need, behaviour systems, pastoral provision and attendance. These improvements have established a stronger foundation for disadvantaged pupils to access high-quality education and participate fully in school life.

However, significant attainment gaps remain, particularly in Reading, Maths and early literacy, while persistent absence and complex SEMH needs continue to present barriers for some disadvantaged pupils.

The school's priority remains translating improvements in provision into sustained, measurable improvements in outcomes for disadvantaged pupils. The strategy will therefore continue, with increased emphasis on evaluating the impact of interventions, accelerating academic progress, improving attendance and ensuring that disadvantage does not limit any pupil's achievement or experiences.