Pupil premium Statement 2025-26

This statement details Tilery Primary School's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Tilery Primary School
Number of pupils in school	308
Proportion (%) of pupil premium eligible pupils	63.5%
Academic year	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	March & July 2026
Statement authorised by	Judy Stanyard *Head Teacher*
Pupil premium leads	Judy Stanyard *Head Teacher* Helen Keating *Assistant Head Teacher*
Governor	Laura Provett Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237.895
Total budget for this academic year	**£237,895**

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant (PPG) is a government initiative that is allocated to Local Authorities and schools with pupils who are eligible for free school meals (FSM), children who have been in the care of the Local Authority (CIOC) and children from a service family.

The premium is provided to support these children in reaching their full potential and to narrow the attainment gap between themselves and their peers. Schools have the freedom to spend the premium in a way they think will best support the raising of attainment of those children who are entitled to the premium.

The Pupil Premium Grant for 2025/26 is £1,515 for those eligible for FSM (free school meals), £2,630 for Looked After Children, £350 for children from a service family and Early Years Pupil Premium is £570.

When deciding how to spend the Pupil Premium Grant we look at the potential barriers to learning which may be faced by children in receipt of pupil premium in the context of our school. The reasons for potential underachievement are many and varied and include reduced support at home, social and emotional difficulties due to complex family situations, young carers, specific learning difficulties or attendance and punctuality issues.

Our primary objective in using the Pupil Premium Grant is to narrow the attainment and achievement gap between those entitled to Pupil Premium and those not. Interventions and strategies are adopted on a whole school level, due to the high numbers of pupils who are eligible, and are not only restricted to pupils eligible for the Pupil Premium.

School leaders at Tilery Primary School are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive teaching which is at least good and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive additional intervention and daily support.

Funding is allocated within the school budget by financial year. The budget enables us to plan our programme of support for children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed data and have referenced a range of research, such as the Education Endowment Foundation and The Sutton Trust. This information is used to identify priority classes, groups or individuals. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals.

The Key priorities for Tilery are:

- To close the attainment gap between disadvantaged children and their peers
- To ensure high quality teaching to improve outcomes for disadvantaged pupils
- To support disadvantaged learners at all levels of attainment
- To plan and implement support through a tiered approach
    1. Teaching
    2. Targeted Learning Support
    3. Wider Support and Strategies
- To poverty proof the school community so that financial disadvantage does not prevent any pupil from fully accessing opportunities.

Challenges

Challenge number	Detail of challenge
1	Social Our catchment has low aspiration, poor nutrition/hunger, family aspiration/expectation, poor health, limited family engagement, lack of cultural capital.
2	Attendance and Punctuality Attendance data shows that Pupil Premium children's attendance is 92%, which is below national expectations, but an increase of 0.9% on last year's figures. Their lateness is 1.2% which is higher than non-pupil premium children at 0.3%.
3	Language & Communication Many of our Pupil Premium children demonstrate poorer language skills, this incudes speech and language difficulties, restricted range of vocabulary, SEND, and almost all have low starting points.
4	SEND Large number of PP pupils awaiting Educational Psychologist appointments and waiting times are long. This impacts on further referrals to different services and applications for additional support or funding.
5	Behaviours for Learning Some Pupil Premium pupils demonstrate a lack of confidence, self-motivation, resilience and readiness to learn. Many of our pupils arrive at school unable to toilet themselves and parents require our support to enable toilet training to take place.

BARRIERS IDENTIFIED THROUGH:

- Learning walks
- Pupil Premium student shadowing
- Pupil Premium student voice
- Achievement analysis
- Attendance and punctuality analysis
- Attendance at curriculum enrichment activities
- Incident report analysis
- Attendance at parent/carer consultations
- Children, parent, SLT, staff and governor views
- Observational assessments
- Learning scrutinies
- IDACI

Intended outcomes

Intended outcome	Success criteria
Social	Children's aspirations to be increased and for them to have an awareness of the opportunities available to them. All children to have access to a free healthy breakfast daily to help to alleviate hunger, this will partly funded by the National School Breakfast Programme. Our Family Centre will be used to encourage parents to come into school as we work alongside outside organisations to provide training courses and family activities. Regular Holiday Clubs for Pupil Premium organised by SOSI (Schools Out Sports In) to be funded through a Catalyst Grant and topped up, when necessary, with Pupil Premium funding. Educational visits, experiences and residential visits will be supported to enable all children to access them. No children will be prevented from taking part in any enrichment activity due to a lack of parental finance. A counselling service package purchased to provide support for children who have additional needs as result of circumstances in their home life.
Attendance and Punctuality	Improved attendance and punctuality of Pupil Premium pupils with levels at or above national expectation. Children keen to come to school to win monetary award for their class (£5 for 96% weekly class attendance). Parents are aware of the benefit for their children of regular attendance and good punctuality. Parents are motivated to bring children to school so that they are able to be part of the £50 termly prize draw for 100% attendance each week. Part funded Attendance PSA role to offer support to more vulnerable families around issues at home, attendance, finance and signposting to other relevant organisations. Our pastoral support team meet regularly to discuss persistent absence and instigate school procedures for those parents whose children are not attending school regularly.
Language and Communication	Children demonstrate improved language and communication skills and speak confidently and clearly for a range of different purposes. Early Years undertake the I Can, Early Talk Boost and Talking Tots interventions and resources are provided where necessary. FS2 pupils failing to make good progress with phonics are given targeted support through the Fast Track Phonics Scheme. Read Write Inc used across EY & KS1 and when needed, into KS2. This promotes effective partner work and therefore effective communication between pupils.

	Lexia is used in Y2 and KS2 as an additional intervention, with the intention that this will help to support pupil's listening, comprehension and vocabulary skills.
SEND	Purchase additional Educational Psychologist, Occupational Therapists time if required from Judith Wise. Purchase equipment or resources following recommendations from outside agencies. SENDCo/AHT role part funded to allow the SENDCo release time to support pupils.
Behaviours for Learning	Pupil Premium pupils will demonstrate improved self-organisation skills, resilience, determination and motivation towards learning. They will be able to work independently with confidence. A counselling service package purchased to provide support for children who have additional needs as a result of circumstances in their home life. Each class is supported by a TA (some are part funded) to allow for interventions of pre-teaching or additional phonics sessions. Each Key Stage/Phase is supported by a SEND Support Specialist TA, who works specifically with SEND pupils AHT role part funded to allow for effective interventions to be delivered for those children identified in Pupil Progress meetings.

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

Budgeted cost: **£69,024**

£2,100 (SHINE/PIRA) £5,000 (Staff training & Developments) £61,924 (2 x TA salary)

Activity	Evidence that supports this approach	Challenge number(s) addressed
A comprehensive program of high quality staff training to develop: • effective phonics teaching (RWI) • Talking Tots and Talk Boost Interventions • Early Excellence training to support learning through play • curriculum development to support the teaching and learning of pupils	Endowment Foundation EEF • Phonics +5 months *High impact for very low cost based on extensive evidence* • Oral Language Intervention *Very high impact for very low cost based on extensive evidence* • Mastery Learning +5months *Moderate impact for low cost, based on limited evidence* • One to one tuition +5 *High impact for moderate cost based on moderate evidence*	3,4 & 5
Use of Learning Mentor and Teaching Assistants to support pupils with SEMH behaviours	*Education Endowment Fund* • Behaviour Intervention +4 months *Moderate impact for low cost, based on moderate evidence* • Social and Emotional Learning +4 months *Moderate impact for very low cost, based on moderate evidence* • Teaching Assistant Intervention +4 months *Moderate impact for moderate cost, based on moderate evidence* • One to one tuition +5 *High impact for moderate cost based on moderate evidence*	
Purchase of ICT programs to support Teaching and Learning	Endowment Foundation EEF • Homework +5 months *High impact for very low cost, based on very limited evidence*	3,4 & 5

Purchase of SHINE (PIRA) and Insight to further support analysis of assessment outcomes	Endowment Foundation EEF • Feedback +6 months *Very high impact for very low cost, based on extensive evidence* • Teaching Assistant Intervention +4 months *Moderate impact for moderate cost, based on moderate evidence*	1, 3, 4 & 5

Targeted Academic Support

Budgeted cost: **£81,326** £31,022 (TA salary) £28,542 (Mentor salary) £21,762 (SENDCo part funded)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a 3x SEND Support Specialist Teaching Assistants	• Behaviour interventions +4 months *Moderate impact for low cost, based on limited evidence* • Teaching Assistant Intervention +4 months *Moderate impact for moderate cost, based on moderate evidence* • Social & Emotional Learning +4 months *Moderate impact for very low cost, based on limited evidence* • Metacognition and self-regulation *Very high impact for very low cost based on extensive evidence*	1, 3, 4 & 5
Employment of Teaching Assistants to carry out 1:1 phonic interventions and small group interventions across the curriculum	Endowment Foundation EEF • Teaching Assistant Intervention +4 months *Moderate impact for moderate cost, based on moderate evidence* • Small group tuition +4 months *Moderate impact for low cost, based on moderate evidence* • One to One tuition +5 months *High impact for moderate cost, based on moderate evidence* • Oral Language interventions +6 months *Very High impact for very low cost, based on extensive evidence*	3, 4 & 5

Wider Strategies

Budgeted cost: **£100,602** £32,000 (Visits) £49,345 (PSA salary & PSA part salary)

£5,257 (Counselling) £4,000 (Ed Psych) £7,000 (Breakfast provision)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidized schools visits and residentials	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Endowment Foundation EEF • Collaborative learning +5 months *High impact for very low cost, based on limited evidence* • Outdoor & Adventurous learning *Unclear impact for moderate cost, based on insufficient evidence* • Aspiration Interventions *Unclear impact for very low cost, based on insufficient evidence*	1, 3 & 5
Employment of a PSA and Attendance PSA	Endowment Foundation EEF • Parental Involvement +4 months *Moderate impact for very low cost, based on extensive evidence* • Behaviour interventions *Moderate impact for low cost, based on moderate evidence*	1, 2 & 5
Purchase of additional Educational Psychology Time	Endowment Foundation EEF • Behaviour interventions +4 months *Moderate impact for low cost, based on moderate evidence* • Learning styles *Unclear impact for very low cost, based on insufficient evidence*	1, 4 & 5
Bungalow Partnership Therapy Sessions	Endowment Foundation EEF • Social & Emotional Learning +4 months *Moderate impact for very low cost, based on moderate evidence*	1, 2 & 5
Soft start to school day and breakfast provision	Endowment Foundation EEF • Extending School Time +3 months *Moderate impact for moderate cost, based on moderate evidence*	1, 2 & 5

Total budgeted cost: £247,952

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Teaching

KS2 SATS data from 2025

	Expected Standard	Greater Depth
SPAG	54%	18%
Reading	64%	18%
Writing	52%	0%
Maths	72%	10%
CRWM	46%	0%

KS1 Teacher Assessment data from 2025

	Expected Standard	Greater Depth
Reading	54%	3%
Writing	54%	0%
Maths	57%	0%
CRWM	54%	0%

Year 1 Phonics Screening Check 2025

Phonics	2025
%	74%

The RWInc phonics scheme was introduced Autumn 2 2022 after staff had completed their training. This was fully rolled out across FS2 and KS1during the Spring term (2023) and FS1 in the Summer term (2023). Staff have continued to receive training on how to effectively deliver the 1:1 phonics tutoring and this commenced in the Spring term (2023), targeting the bottom 20% of readers in FS2 and KS1. In addition to this staff have received trained and implemented Fast Track phonics for Reception. Reception staff were also trained on how to deliver Starting Strong and this also supported phonetic acquisition.

To ensure staff training is maintained and that delivery is to a high standard school provides release time for our Phonics Lead to ensure she can monitor the standard of teaching. In 2024 PSC pass rates for Y1 increased by over 20% and this was maintained in 2025. Progress rates for pupils continue to show excellent improvement, with pupils who initially only knew 1 or 2 sounds in January scoring in the mid to high 20s on the PSC. This academic year we are pushing to maintain a pass rate of 75%+. Regular team meetings are used for staff training across school to maintain staff confidence with RWI delivery.

School has now taken the decision to use Whiterose Maths Assessments, as it was felt that this supported teacher assessment accurately, and it was more cost efficient than previous assessments. PIRA assessments are also used to assess reading of pupils across KS1&2. After assessments have been undertaken in the core subjects, pupils identified for additional support and intervention are placed into intervention groups to ensure gaps in learning are addressed and pupils 'catch up'.

High quality ICT packages, such as White Rose Maths, Literacy Shed, Timetables Rock Stars etc have been purchased to support teaching and learning across all key stages, impacting positively on levels of engagement and attainment.

Targeted Academic Support

Staff development has remained a priority with a focus on developing confidence and improving outcomes. In order to upskill staff bespoke training packages for subject leaders and the SLT were purchased. School has linked with Northern Lights, the Trust we intend to join, who have offered training through courses and 1:1 support with leaders to help move subject areas forward.

Our EYFS team have joined the North Lights Early Years Hub and have benefitted from attending Network groups and other training courses.

School employ a learning mentor who is funded every afternoon to work with pupils displaying SEMH needs. These interventions are aimed at developing social skills and issues so that children develop confidence to work within the classroom environment. Each KS benefits from the addition of specified SEND support through an additional TA to work across classrooms were needed.

Wider Strategies

Educational trips and visitors to school have been planned across the curriculum to enhance learning, and are back to pre-covid levels. Residential visits, to Carlton Outdoor Centre and Newby Whiske PGL, that promote resilience and social skills have been prioritised and heavily subsidised by school. As part of our work on our school vision of providing Inspiration for Aspiration, children have the opportunity to visit London and the Harry Potter Studios to learn about careers within the entertainment industry. A visit is also made to Alnwick Gardens, as again, this shows children areas much further than their local community. The continued increase in levels of poverty facing our families means this needs to be a continued focus, with school funding the majority of the cost of trips, visits and curriculum enhancements.

School has employed a new PSA (Parent Support Advisor) and an Attendance PSA to work closely with families, school staff and external agencies to support vulnerable children and families, ensuring pupil wellbeing and safety during the academic year 2024&25. Parents have needed and welcomed a high level of support through the current financial crisis, with school providing school uniforms, meal bags, free bread products twice weekly from LIDL, a heavily subsidised breakfast club and free breakfast provided to all children in school.

Our PSAs work closely with identified vulnerable families and the attendance service to improve attendance. Attendance for PP pupils was 92% in 2024&25 compared to 92.6% for NPP pupils. Unauthorised absences for PP pupil were lower than NPP at 3.9% compared to 1.4% and 0.6% compared to 0.19% for lateness. Further work to improve attendance and lateness for PP pupils will be undertaken by both the Attendance PSA, the Head Teacher and the admin team.

School work with Judith Wise (Chartered Educational Psychologist) and frequently purchase additional days when needed over the year. This enables more children to be assessed, reports written to support applications for EHCPs and applications for top up funding, enabling school to support and adapt provision for individual PP pupils. Eight pupils worked with the Educational Psychologist, 6 of whom were PP pupils.

Counselling sessions and transition support sessions were purchased from the Bungalow Project for 11 pupils, and all of these were PP pupils. In person sessions were held over the academic year to support the identified pupils for a range of different reasons. Sessions had a positive impact on the mental health and wellbeing of these pupils and helped them develop strategies for dealing with identified issues.

Externally provided programmes

Programme	Provider
Insight	Insight
Times Table Rock Stars	Maths Circle Limited
RWInc	Ruth Miskin
White Rose Maths	White Rose Maths
Numbots	Maths Circle Limited
Literacy Shed	Literacy Shed Company
Spelling Shed	Spelling Shed Company
Boom Reader	Boom Hub

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	*Please see information for all Pupil premium Pupils*
What was the impact of that spending on service pupil premium eligible pupils?	*Please see information for all Pupil premium Pupils*