Pupil premium strategy statement – Tetherdown Primary School 2025-6

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	388 (was 391 2024)
Proportion (%) of pupil premium eligible pupils	3.3% (was 4.6% 2024)
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)**	3rd year (3-year cycle)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	A.Ashraf
Pupil premium lead	T. McMeakin
Governor	K Prentice

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,755 (15.10.25)
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2024/25 cannot be carried forward beyond August 31, 2025.*	£0
Pupil 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*	£25,755.00

Part A: Pupil premium strategy plan

Statement of intent

At Tetherdown Primary School, our aim is for every child to achieve excellent academic progress, develop confidence and positive relationships, and take part in enriching experiences that help them grow. We recognise that some pupils, particularly those from disadvantaged backgrounds, may face barriers that limit their opportunities and progress. Through the targeted use of the Pupil Premium Grant, we are committed to removing these barriers by improving academic outcomes, supporting emotional well-being, and ensuring equal access to cultural and extracurricular opportunities.

To make our spending effective, school leaders carefully analyse the individual challenges faced by each disadvantaged pupil. This informs clear, measurable goals and ensures that our actions are evidence-based and impactful. Our core focus is on delivering high-quality teaching and targeted interventions that meet identified needs. Regular pre- and post-assessments enable us to evaluate the success of these strategies and adjust provision where necessary.

We recognise that not all pupils eligible for free school meals are disadvantaged, and that some vulnerable pupils may not meet eligibility criteria. Therefore, we allocate Pupil Premium funding flexibly, sometimes holistically and based on a thorough needs analysis, to support those most in need. Provision may include academic support, well-being initiatives, parental engagement, and staff professional development to enhance teaching quality.

Our overarching goal is to close the attainment gap and empower every child to reach their full potential—academically, socially, and emotionally—while fostering a strong sense of belonging and aspiration across the school community.

Challenges

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

Challenge number	Detail of challenge
1. Significant increase in mobility	The disadvantaged pupil group at Tetherdown is relatively small, with increasing mobility over time. • **2023–24:** 14 disadvantaged pupils, with 2 leaving mid-year. • **2024–25:** 15 disadvantaged pupils, with 6 leaving mid-year and 2 new pupils joining. This high level of mobility presents a key challenge to maintaining consistent support and progress for our disadvantaged pupils.
2. Small group with	The group is very small (13 pupils) with a wide range of needs. Of these,

wide range of needs	**23%** are in KS1 and **77%** in KS2; **31%** are on the SEND register, **38%** are EAL, **31%** joined in Summer 2025, **23%** are persistently absent, and **15%** have medical needs.
3. Oral, Vocabulary and Phonics	Assessment, observations, and pupil discussions indicate that many disadvantaged pupils have underdeveloped oral language skills, limited vocabulary, and weaker phonics knowledge. These challenges are evident from Reception through to Key Stage 2 and are more prevalent among disadvantaged pupils than their peers.
4.Writing attainment is working towards or well below.	Assessments, observations, and pupil discussions show that disadvantaged pupils typically experience greater challenges in writing compared to their peers. The majority of these pupils are currently working below or working towards the expected attainment levels.
5.Reading at Greater Depth	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. 70% of the group are at expected standard. Their challenges lie in the higher order comprehension skills which means that they are unable to reach greater depth
6. Social and emotional issues	Our assessments, observations and discussions with staff, pupils and families have identified social and emotional issues for many pupils
7. Access Cultural enrichment	Analysis of the membership of extra-curricular clubs shows that children from disadvantaged backgrounds are less likely to participate in sporting activity or cultural enrichment experiences than their peers.
8. Parents Involvement	This is a priority for the school as it is a known predictor of attainment. We aim to engage with positive partnership through, visits, workshops: Reading, Relationship Sex Education, Online Safety and reading stories and coffee mornings.

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
Improved oral language skills and vocabulary among disadvantaged pupils. At reception achieved communication and language At Year 1 Improved outcomes in phonics	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will involve assessments from Voice 21. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Children with PP and SEND to make expected progress We aim that KS2 reading outcomes in 2024/25 will show that more than 100% of disadvantaged pupils met the expected

	standard. 25% at Greater Depth
Improved writing attainment among disadvantaged pupils	We aim that KS2 writing outcomes in 2024/25 to show more than 100% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Aiming for sustained high levels of wellbeing by 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations e.g. Outdoor Play and learning – student voice • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Pupils are engaged in their learning (through observations and discussions with pupils and staff) • Intervention has a positive impact on progress
To achieve and sustain improved levels of participation in sports clubs and cultural enrichment activities for disadvantaged children	Ensure that FSM children participate in the in all aspects of the curriculum and schools' trips. The percentage of disadvantaged children accessing before and after school clubs, is at least equal to the percentage of non-disadvantaged children using the same services, through free places in these provisions.

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: £11,451.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised assessments. (Reading wise, PIRA for	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:	1, 2,

SPAG) Training for staff to ensure assessments are interpreted and administered correctly.	Diagnostic assessment | EEF	
Embedding dialogic activities across the school curriculum. Embedding vocabulary and etymology across the school curriculum These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Use of adaptation We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Teaching and Learning Toolkit | EEF We will be using Voice 21 Oracy Scheme to begin to support the understanding of vocabulary.	1, 2 and
Purchase of a DfE validated Systematic Synthetic Phonics programme Read Write Inc Phonics Review Nov 23 to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF	1, 2
Bespoke Reading journals and passports to promote Reading for Pleasure (RfP) at home	Evidence suggests that there is a strong positive relationship between RfP and attainment Reading for pleasure DfE. It is also evident that reading frequency and enjoyment is more important for children's educational success than their socioeconomic status. (Clarke and Akerman)	1,2,3
Improve the quality of social and emotional (SEL) learning. This includes: Trailblazer outreach for parents CAMHS Brain buddies Peer Mentoring Anchor RIST	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): Improving_Social_and_Emotional_Learning in Primary Schools | EEF	3,4

Zones of Regulation Me time SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. OPAL – focus on outdoor play and learning	The Zones of Regulation is based on evidence that has shown positive, measurable outcomes for children and young adults across multiple studies in clinical practice and school-based settings Research and Scholarly articles. Focus on outdoor play is crucial for children's holistic development as it contributes to improved physical health, cognitive stimulation, social interaction and emotional well-being.	

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

Budgeted cost: £1,754.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with a bespoke Tutoring Programme (Home Learning Club; Wordshark and EAL provision) to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	And in small groups: Small group tuition | Teaching and Learning Toolkit | EEF Homework | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Monitoring of Disadvantaged Group which include Anchor RIST CPD training.		
Management and training of Y12 Fortismere student to support with the one to one reading.		1, 2. 3

Wider strategies

Budgeted cost: £12,459.50

Activity	Evidence that supports this approach	Challenge number(s) addressed

Whole staff training on behaviour management and trauma approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | Teaching and Learning Toolkit | EEF	3,4
One day a week counselling service provided by trained child physiotherapists		As above. 3,4
Engaging with positive partnership. Encouraging on visits and within the classroom. Workshops: Reading, Relationship Sex Education, Online Safety	EEF blog: Promoting Positive Partnerships with Parents | EEF (educationendowmentfoundation.org.uk)	3 and 4
Training in Speech and Language for all staff Supporting children with EAL	Oral language interventions | Teaching and Learning Toolkit | EEF	
Subsidisation and/or free provision of, extracurricular clubs and cultural enrichment activities for disadvantaged children Whole staff training on curriculum and providing a wider cultural visits or directing parents (curriculum letters) to support the learning.	Participation in cultural enrichment activities, such as dance, drama or music is shown to have a positive impact on children's attainment in other areas of the curriculum Arts Participation EFF toolkit Ofsted - Learning outside the classroom has also shown how learning beyond the classroom has contributed significantly to raising standards and improving pupils' personal, social and emotional development. Extra-curricular sports clubs also help to promote good mental and physical health.	3,4

Total budgeted cost: £ *25,755.00*

Part B: Review of the previous academic year (25-26)

Outcomes for disadvantaged pupils

Intended outcome	**Success criteria** RAG rated. Green achieved, Orange partially achieved and red not achieved,	**Comments** Monitoring Report for Pupil Premium June 26 for Governors and SIP.docx
Improved oral language skills and vocabulary among disadvantaged pupils. At Receptions achieved communications and language Improved outcomes in phonics	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will involve assessments from Voice 21. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	Reception (1/51) Communication and Language – achieved expected standard Phonics (2/56) 50% passed.
Improved reading attainment among disadvantaged pupils.	Children with PP and SEND to make expected progress We aim that KS2 reading outcomes in 2024/25 will show that more than 100% of disadvantaged pupils met the expected standard. 25% at Greater Depth	Achieved 100% of children met The standard 50% children met greater depth with max score.
Improved writing attainment among disadvantaged pupils	We aim that KS2 writing outcomes in 2024/25 to show more than 100% of disadvantaged pupils met the expected standard.	Achieved – standard met 100%children met expected standards 50% children met greater depth.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Aiming for sustained high levels of wellbeing by 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations e.g. Outdoor Play and learning – student voice • a significant increase in	Achieved. Evidence: See Disadvantage Deep Dive and monitoring with SIP Monitored during curriculum reviews PPR meetings Social and Emotional The success of the programme comes from the personalised support provided for each child. •Pupils feel safe, supported and valued in school. •Pupils have positive relationships with trusted adults. •Pupils engage well in lessons, trips, clubs and wider school activities. •Pupils show resilience despite often facing significant challenges outside school.

	participation in enrichment activities, particularly among disadvantaged pupils • Pupils are engaged in their learning (through observations and discussions with pupils and staff) Intervention has a positive impact on progress	•Five pupils are successfully suppored through high-quality classroom teaching and the school's universal offer. •Other pupils receive targeted interventions, behaviour support plans and specialist agency support. •Almost all pupils are making expected progress from their starting points. •The Disadvantage Deep Dive found positive levels of wellbeing, engagement and belonging across the cohort. Remaining Barriers: Many pupils face multiple challenges at the same time, including SEND needs, emotional wellbeing needs, safeguarding concerns, attendance difficulties and complex family circumstances. Some pupils continue to need significant support with emotional regulation, confidence, resilience and relationships. One pupil with highly complex educational, medical and family needs is currently making less than expected progress and requires intensive support from school and external professionals.
To achieve and sustain improved levels of participation in sports clubs and cultural enrichment activities for disadvantaged children	Ensure that FSM children participate in the in all aspects of the curriculum and schools' trips. The percentage of disadvantaged children accessing before and after school clubs, is at least equal to the percentage of non-disadvantaged children using the same services, through free places in these provisions.	Achieved- all children offered Impact The Disadvantage Deep Dive identified high levels of participation in enrichment opportunities and positive engagement with wider school life. Pupils particularly value: • Playtimes and OPAL provision. • PE, Music and Mandarin. • Trips, visits and residential experiences. • Reading support from older pupils. Many pupils demonstrated a strong sense of belonging and spoke positively about their experiences in school. Remaining Barriers: Governors should continue to monitor participation in clubs, leadership opportunities and wider enrichment activities to ensure disadvantaged pupils continue to access these opportunities at least as well as their peers. Look at sense of belonging for the parents.
Outcomes from assessment points of the school	25-6 KS2: Disadvantage outcomes are strong Disadvantaged pupils are achieving broadly in line with peers at Tetherdown, and significantly above disadvantaged pupils nationally. In some subjects (Reading and Grammar, Spelling and Punctuction GDS), they outperform their peers Phonics strength — 50% disadvantaged pass rate, well above national.(out of two children) EYFS- one child did not	• **Context** Cohort Overview There are currently 18 pupils identified through the school's disadvantaged and vulnerable pupil provision, representing 4.5% of the school population (398 pupils on roll). This cohort has increased from 12 pupils in 2024–25, although six pupils from that cohort have since left the school. The cohort presents a high level of complexity: • 10 pupils (55%) have identified SEND needs, including 3 pupils with an EHCP. • 13 pupils (72%) have safeguarding concerns or vulnerabilities. • 14 pupils (77%) are from single-parent households, many with limited wider support networks. • 5 pupils (28%) are identified as EAL. • 9 pupils (50%) joined the school during the current academic year, demonstrating significant pupil mobility. The high number of pupils joining the school during the year can make it harder to maintain good attendance, ensure continuity in learning and build strong relationships with families. However, pupil voice and findings from the Disadvantage Deep Dive show that new pupils settle quickly at Tetherdown. They develop positive relationships with staff, feel part of the school community and engage well in school life. Many pupils face several challenges at the same time, including SEND needs, safeguarding concerns and family

	quite make the GLD, strengths in communication, relationships.	circumstances. As a result, they benefit from a coordinated approach that combines academic support, pastoral care and strong partnerships with families. Attendance Current Position Attendance remains the most significant concern for this group of pupils and is the key area identified through our disadvantaged pupil monitoring.