

Pupil premium strategy statement – Tadley Community Primary School 2025-2026 (3 Year plan 2023 – 2026)

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	14.2%
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)	2023-26
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Joanne Bruce - Carter (Head Teacher)
Pupil premium lead	Amelia Mohain
Governor / Trustee lead	David Lovelock (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40, 905
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>	£40, 905

Part A: Pupil premium strategy plan

Statement of intent

At Tadley Community Primary School, we have high expectation for all. Our ultimate aim is that all children, irrespective of their starting points or barriers, will access high-quality education and provision, engage fully in school life and that we prepare them for success in the real world.

Tadley Community Primary School is a vibrant, inclusive and happy school where we work hard to put children at the centre of all we do. We have a passionate, dedicated and highly experienced staff team who have high expectations and a 'can do' attitude for the children we serve.

As an inclusive school, we know that early intervention is key to supporting our children and therefore we focus on language development for all children and prioritise the teaching of reading and vocabulary across the school. We strongly believe that the knowledge, skills, and experiences we can give our children, through our diverse curriculum, will open new opportunities and improve their life chances especially those who are educationally disadvantaged. We know that happy, regulated, resilient children learn better and achieve more. Therefore, the wellbeing of our children is at the core of our ethos and we have a dedicated pastoral team to support this.

We have a compassionate approach to engaging children and supporting our families and work as a team to address educational disadvantage for all our children. We understand the impact of disadvantage on our children and know the important part we play in building aspiration and ambition for all children. We recognise that, for some of our children, there are additional challenges which can impede their success. With our robust use of our Pupil Premium, we endeavour to mitigate these so that all children can develop and achieve well.

We have a sharp focus on the quality of our children's learning experiences and have invested in high-quality curriculum resources to achieve this. Our leadership team play a significant role in evaluating progress through ongoing and supportive monitoring, quality assurance and continuing professional development. Regular monitoring of learning, attainment, attendance and pastoral needs ensures that the strategy is adjusted where needed. A whole school approach is key to this and all staff take responsibility for disadvantaged pupils' outcomes and hold high expectations for all.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>ORACY:</u> Observations and assessments indicate that disadvantaged children start school with under-developed oral language skills and vocabulary gaps alongside difficulties with social communication and interaction. Our analysis has shown that those children not gaining GLD have social communication and interaction difficulties which impact their access the whole curriculum and the outcomes they achieve.</p>
2	<p><u>PHONICS:</u> Historically, our disadvantaged pupils do not achieve in line with their peers in the phonic screening. This has put them behind in their reading and they continue to have to 'catch-up' with the gap widening over time. Reading is the key to unlocking the curriculum and therefore this has long-lasting impact on their educational outcomes. We have invested in a clear and rigorous phonics program – Little Wandle – but know there is more to do to ensure ALL children can read and read fluently as quickly as possible so they can keep up with the other curriculum demands</p>
2	<p><u>MATHS:</u> Internal assessments, observations and statutory assessments in KS2 indicate that our children who are educationally disadvantaged do not perform well and outcomes are poor. As a school team we know this is not good enough and we want to ensure ALL children leaving us are secondary ready and have strong outcomes in mathematics.</p>
3	<p><u>ATTENDANCE:</u> Our attendance is problematic across the school and something we are addressing but disadvantaged children are more likely to be absent or late than our non-disadvantaged children. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p><u>WELLBEING:</u> Our assessments, observations and discussions with children and families have identified an increase in social and emotional issues and a higher level of children needing more support in school that is different from and additional to other children. Children are finding it difficult to regulate themselves and manage their behaviour due to SEMH needs.</p>

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>Improved oral language skills, acquisition of vocabulary and social communication interaction outcomes for disadvantaged children.</p>	<p>Assessments and classroom activities show a growing vocabulary range, with children using newly learned words accurately in spoken and written contexts.</p> <p>Standardised language assessments, teacher observations, and intervention tracking indicate sustained improvement in oral language proficiency.</p> <p>Engagement in lessons.</p> <p>Pastoral session reflections / evaluations demonstrate progress as children engage more confidently in peer conversations, group discussions, and structured speaking activities, demonstrating active listening and appropriate responses.</p> <p>As observed in classroom discussions and teacher assessments, disadvantaged children demonstrate improved ability to articulate thoughts, use complete sentences, and express ideas clearly</p>
<p>To increase the attainment data in Phonics for disadvantaged pupils.</p>	<p>Regular formative assessments show measurable progress in phonics knowledge, including letter recognition, blending, and decoding skills.</p> <p>Attainment data is in line with national at the end of Year 1 Phonics Screening Check.</p> <p>As evidenced by classroom observations and teacher assessments, disadvantaged children demonstrate higher participation in phonic activities.</p> <p>Interventions are appropriate, well taught and show progress. Measures are taken regularly to ensure they are being successful.</p> <p>Summative assessment data (e.g., phonics screening checks or internal tracking systems) show an upward trend in phonics attainment for disadvantaged children compared to baseline data.</p> <p>The gap between disadvantaged children and their peers in phonics attainment narrows over the assessment period.</p>

<p>To increase the attainment in maths for disadvantaged pupils.</p>	<p>As evidenced by classroom observations and teacher assessments, disadvantaged children actively participate in maths lessons, showing increased confidence, enthusiasm, and willingness to contribute to discussions and problem-solving activities.</p> <p>Formative assessments, classwork, and teacher observations, indicate a deeper understanding of key mathematical concepts.</p> <p>Summative assessments, including internal tracking data and standardised tests, show measurable improvement in maths attainment compared to baseline data.</p> <p>The gap between disadvantaged children and their peers in maths attainment narrows over time.</p>
<p>To improve wellbeing and emotional resilience for all children, particularly our disadvantaged, to engage successfully with their learning and day-to-day school life.</p>	<p>Children demonstrate techniques of self-regulation and use language to explain how and why they feel the way they do.</p> <p>The number of reported behavioural challenges decrease as evidenced.</p> <p>Pastoral support records reflect positive trends in emotional wellbeing and self-esteem</p> <p>Attainment and progress data for identified children improves across their time with us.</p> <p>Staff and parents have a shared understanding of the need for emotional resilience.</p> <p>There is an increase in the number of disadvantaged pupils who take part in extra curricular activities and clubs.</p>
<p>To continue to increase attendance for all pupils, particularly our disadvantaged children.</p>	<p>Issues are identified swiftly and actions are implemented to improve attendance quickly.</p> <p>There is a clear improvement in disadvantaged children's attendance. There is no gap in attendance between disadvantaged and non-disadvantaged children.</p> <p>Individuals with challenging attendance show a marked improvement.</p> <p>Fewer instances of lateness are recorded, with more children arriving on time and ready to learn.</p> <p>Disadvantaged families engage with attendance interventions, such as pastoral support, mentoring, and home-school communication, contributing to sustained attendance improvements.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30, 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Rigorous monitoring to take place of phonics and the teaching of reading, to support all staff.</p> <p>Monitor progress and identify any necessary support through pupil progress meetings.</p> <p>Provide CPD opportunities for teachers and LSAs for phonics and reading.</p> <p>Keep up to date with relevant research.</p>	<p>Metacognition and self-assessment was listed in the Teaching and Learning Toolkit by the EEF as being based on extensive research, being very low cost and high impact. Since appointing a phonics and Reading lead in school the quality of phonic teaching has significantly improved and staff feel confident in delivering the phonic programme. LSAs feel confident in delivering the Little Wandle Rapid Catch up programme to ensure pupils continue to make good progress.</p> <p>Reading for pleasure supports a child's subject knowledge across the curriculum and opens up doors to new vocabulary. Bumping into a book in every part of our school is key to develop children as being readers.</p> <p>Training of staff will ensure consistency of approach across the school eg. Little Wandle, Maths Mastery. New staff to be fully trained and ongoing refresher training for existing staff.</p>	<p>1 and 2</p>
<p>Further embed the mastery approach to maths teaching and learning</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p>	<p>3</p>

<p>through the Maths Hub program.</p> <p>Rigorous monitoring of lessons and progress data through pupil progress meetings.</p> <p>Key staff to attend Maths hub meetings.</p> <p>Provide CPD support for teachers in how to develop problem solving lessons.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £4200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Catch-Up Phonics and reading sessions for children who are educationally disadvantaged.</p>	<p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks.</p> <p>Interventions should be clearly linked to classroom teaching and matched to specific needs, while not inhibiting access to the curriculum.</p> <p>EEF: Selecting Interventions.</p>	<p>2</p>

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

Budgeted cost: £6405

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide 1:1 support through ELSA and Thrive for vulnerable children led by skilled and experienced in-school professionals. Embed our behaviour curriculum to support routines and expectations that are consistent across the school.</p> <p>Daisy Chain intervention run by the Pastoral team to target pupils with low self esteem and self image to develop their confidence and well being.</p>	<p>Supporting the emotional well being of pupils and ensuring they feel safe and secure in school leads to regular attendance at school.</p> <p>SEMH skills are linked to positive outcomes later in life.</p> <p>EEF: Improving SEMH in Primary Schools.</p> <p>EEF: Improving Behaviour in Schools.</p> <p>EEF toolkit: Social and Emotional learning and behaviour interventions strands.</p>	
<p>Continue to support the appointment of an attendance lead to work with key families and children who are educationally disadvantaged. Families will be targeted to be in school on time and every day so progress can be made in the classroom.</p> <p>Attendance improved through targeted support and initiatives to keep it high on our agenda including newsletter updates and attendance weeks.</p>	<p>Parental engagement interventions and communications around attendance.</p> <p>EEF: working with parents to support children's learning</p>	

<p>Embed the principles of good practice set out in the DfE's advice on School Attendance.</p>		
<p>Targeted interventions for our disadvantaged children who also have SEND to close gaps in their learning.</p> <p>Regulation support for children with SEMH needs through our pastoral team, sensory circuits, mentoring and Zones of Regulation.</p> <p>Training and CPD for LSAs to be effective in their support of children with SEND needs in the classroom, small groups and individually.</p>		
<p>Provide financial support for families to ensure disadvantaged pupils can access extra curricular activities and clubs.</p>		

Total budgeted cost: £40, 905

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improved oral language skills, acquisition of vocabulary and social communication interaction outcomes for disadvantaged children.

Our disadvantaged pupils have gained greater confidence in their language skills through the talk for writing sessions using in English lessons to help them construct grammatically correct sentences with high level vocabulary. Through their Guided Reading sessions and using the programme Plazoom they have been exposed to a greater variety of vocabulary that they can then explore and discuss to ensure they understand the meaning. They have also been able to develop their fluency in reading through these lessons as well as regularly reading out loud to an adult or in class.

In each writing unit, the pupils create word banks which has helped them to develop their exposure to higher level vocabulary which has then been evidenced in their writing pieces. This has all been seen through book scrutiny's, lesson observations and ongoing formative assessments.

Through our pastoral work, we have highlighted the vocabulary associated with the zones of regulation which has helped our pupils to be able to accurately identify how they feel and use the relevant vocabulary associated with this. This has given them greater confidence in talking about their emotions to adults in school and helped them regulate how they feel more effectively.







Increased engagement and improvement in Phonics is reflected in increased attainment data for disadvantaged children.

The teaching of Little Wandle phonics is real strength of the school with a significant improvement in the phonics check this year. In 2025 we saw a pass rate of 84% which was an improvement from the previous year meaning we are now above national average. This has been achieved through rigorous monitoring, training and reflective practice. Our disadvantaged children continue to make good progress and continue to receive the Rapid Catch up Programme to strengthen their phonic knowledge as they move in year 2.

Increased engagement in maths is reflected in increased attainment data.

Due to the changes to the maths curriculum (Maths Mastery) disadvantaged pupils are becoming more confident and fluent with number. As a result we had an increase in disadvantaged pupils achieving the expected standard in maths at the end of Year 6.

The Year 4 MTC check results shows the impact this new curriculum and how pupils' achievements continue to improve year on year.

Multiplication Tables Check (MTC)									
Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils scoring full marks (25/25)	-	27%	9% 	29%	52% 	34%	27	41% 	37%
Average score (out of 25)	-	19.8	18.9 	20.2	22.2 	20.6	26	23.5 	21.0

Improve wellbeing and emotional resilience for all children, particularly our disadvantaged, to engage successfully with their learning and day-to-day school life.

A strength of the school is that we are welcoming and nurturing and provide a school where pupils are happy to attend and feel safe. Pupil conferences conducted by staff and governors throughout the year highlighted that pupils consistently report feeling safe in school and can identify trusted adults they know they can talk to. Interventions such as The Daisy Chain project, Brick Club, Check ins and ELSA support all contribute to improving our children's well being. Children that struggle with the transition into school can access the well being hub to have some quiet/calming time before they go to class. This has enabled more pupils to successfully access school each day and feel able to engage with their learning. The whole school use the language associated with zones of regulation to develop our children's emotional literacy and ensure they are ready and able to engage with the school day.

Increased attendance for all pupils, particularly our disadvantaged children.

Our whole school attendance has been a focus for this year and this has continued to improve. A focus has been on the persistent absentees which, following a targeted and rigorous approach, has improved significantly.

Appointing an attendance lead this year, regular contact with parents and raising the profile of attendance with the whole school community have all helped to raise the attendance levels of all pupils. Some disadvantaged pupils still struggle to attend regularly and on time and we continue to support them with this.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.