

Pupil premium strategy statement – Tetsworth Primary School

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 | 57 |
| Proportion (%) of pupil premium eligible pupils | 7% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2025 – 2026 2026 – 2027 2027 - 2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Sarah Spencer |
| Pupil premium lead | Sarah Spencer |
| Governor / Trustee lead | Fiona Morris |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £ 9,090 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 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> | £ 9,090 |

Part A: Pupil premium strategy plan

Statement of intent

At Tetsworth Primary School, our ultimate objective is for every disadvantaged pupil to achieve their full potential—academically, socially and emotionally—so that no child's background limits their future. We are determined that every pupil will make strong progress, develop a lifelong love of learning, and leave our school confident, resilient and ready for the next stage of their education and life.

Our current Pupil Premium Strategy Plan works towards these objectives by focusing on three core areas: delivering high-quality teaching across all year groups, providing targeted support for those pupils who need it most, and addressing wider barriers to learning such as attendance, wellbeing and access to enriching opportunities. Being a small school in the village of Tetsworth enables us to know our pupils and their families really well, and to deliver personalised, flexible support which is responsive to individual needs.

The key principles underpinning our strategy at Tetsworth are:

1. High-Quality Teaching for All – We believe that excellent classroom practice and a carefully planned, inclusive curriculum provide the strongest foundation for progress.
2. Targeted Support & Early Intervention – We act swiftly to identify gaps, particularly in reading, writing and mathematics, and provide tailored support so pupils catch up and keep up.
3. Whole-Child Development – We recognise that achievement is linked to wellbeing, confidence and engagement; our strategy therefore invests in social, emotional and cultural capital as well as academic growth.
4. Strong Partnerships & Community-Focus – We work in close partnership with families, staff and external agencies to remove barriers to learning and ensure consistent support both in school and at home.
5. Evidence-Informed, Reflective Practice – Our decisions are guided by data, research and best-practice; we regularly monitor, evaluate and adapt our use of Pupil Premium funding to ensure maximum impact.

Through this strategy, we are committed to ensuring that every disadvantaged pupil at Tetsworth Primary School has the opportunities, support and encouragement they need to flourish—now and in the future.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Irregular Attendance and Punctuality Some disadvantaged pupils have lower attendance rates or inconsistent punctuality, which impacts continuity of learning and progress across subjects. |
| 2 | Special Educational Needs and Disabilities (SEND) A proportion of disadvantaged pupils also have additional learning needs, requiring highly individualised support and differentiation to ensure progress in line with their peers. |
| 3 | Safeguarding and Pastoral Vulnerability Some pupils face challenges at home, including instability, emotional neglect, or safeguarding concerns, which can affect wellbeing, focus, and readiness to learn. |
| 4 | Limited Access to Enrichment and Cultural Capital Economic disadvantage can reduce opportunities for pupils to participate in extracurricular, cultural, or enrichment experiences that broaden horizons and deepen learning. |
| 5 | Low Confidence, Self-Esteem, and Resilience Some disadvantaged pupils struggle with self-belief and perseverance, which can hinder engagement, participation, and willingness to take risks in learning. |
| 6 | Language and Communication Difficulties Vocabulary gaps or limited exposure to rich language at home can affect reading comprehension, writing quality, and oral communication skills. |
| 7 | Inconsistent Home Learning Support While many families are supportive, some pupils receive less structured academic support at home due to limited time, confidence, or resources among parents/carers. |

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 attendance and punctuality among disadvantaged pupils. | Attendance of disadvantaged pupils is in line with or above national averages and close to that of non-disadvantaged peers. Persistent absence is reduced. Families engage positively with attendance support and early intervention strategies. |

| | |
|---|---|
| Disadvantaged pupils with SEND make sustained progress from their individual starting points. | Pupils with SEND and disadvantage meet or exceed their personalised targets in core subjects. Evidence from assessments and teacher judgments shows accelerated progress and improved confidence in learning. |
| Safeguarding and pastoral support effectively remove barriers to learning. | Identified pupils demonstrate improved wellbeing, behaviour, and engagement in class. Staff monitoring and pupil voice show that children feel safe, supported, and ready to learn. Early help and safeguarding systems are timely and effective. |
| Improved attainment and progress in reading, writing, and mathematics. | Attainment and progress for disadvantaged pupils are at least in line with national averages and match those of their peers in school. Gaps close year on year. Internal and statutory assessments show improved outcomes. |
| Enhanced language development and vocabulary acquisition. | Disadvantaged pupils show improved language confidence and vocabulary use across the curriculum. Assessments and observations show improved reading comprehension, spoken language, and written expression. |
| Increased participation in enrichment activities and wider opportunities. | Disadvantaged pupils take part in clubs, visits, and enrichment opportunities at rates comparable to their peers. Pupil voice reflects enjoyment and a sense of belonging and aspiration. |
| Improved confidence, resilience, and positive attitudes to learning. | Disadvantaged pupils demonstrate greater engagement, perseverance, and pride in their work. Wellbeing assessments, teacher observations, and pupil voice evidence positive attitudes and improved self-esteem. |

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: £ 3,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| High-quality CPD for teachers and support staff focusing on adaptive teaching, assessment for learning, and inclusive classroom practice. | EEF research highlights that improving the quality of teaching has the greatest impact on pupil outcomes, particularly for disadvantaged learners. | 2,4,5 |
| Targeted investment in high-impact teaching resources for phonics, reading fluency, and mastery maths. | Structured phonics and mastery approaches are proven to close attainment gaps in literacy and numeracy. | 4,5 |
| Peer coaching and shared planning time to improve consistency in high-quality teaching | Collaborative professional development builds staff confidence and shared expertise. | 2,4 |

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

Budgeted cost: £ 3,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Small group and 1:1 tuition in reading, delivered by experienced staff. | EEF Toolkit identifies targeted tuition as a high-impact, cost-effective way to accelerate progress. | 2, 4, 5 |
| Targeted reading and phonics keep/catch-up sessions for pupils below age-related expectations. | Early reading support has proven long-term impact on progress and confidence. | 4, 5 |

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

Budgeted cost: £2,590

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

| | | |
|--|---|---------|
| Pastoral and wellbeing support, including 1:1 check-ins, emotional literacy work. | EEF evidence shows social–emotional learning has positive impacts on engagement and attainment. | 3, 7 |
| Attendance monitoring | DfE data shows attendance strongly correlates with attainment. | 1, 3 |
| Subsidised enrichment opportunities (clubs, trips, outdoor learning) to build cultural capital and confidence. | Access to enrichment broadens experiences and promotes aspiration. | 4, 6, 7 |

Total budgeted cost: £9,090

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the 2024-2025 academic year, disadvantaged pupils at Tetsworth Primary School made strong and sustained progress, demonstrating the positive impact of our targeted support and whole-school strategies. Outcomes were particularly strong in reading and maths, where 100% of disadvantaged pupils achieved expected or better progress, and encouraging in writing, where 75% met expected progress. These improvements reflect the effectiveness of high-quality teaching, targeted interventions and ongoing curriculum development, all of which have helped to provide greater consistency and improved learning experiences for our disadvantaged pupils. Alongside academic provision, we have continued to prioritise pupils’ wellbeing and pastoral needs, offering emotional support, nurture opportunities and tailored interventions to ensure pupils feel safe, confident and ready to learn. Attendance for disadvantaged pupils was just below national averages at 94%, and we remain committed to working closely with families to reduce barriers to attendance and promote good routines. The school also offered practical and financial assistance for parents where needed, ensuring that disadvantaged pupils were able to participate fully in enrichment opportunities, trips and wider school life. Together, these approaches have contributed to improved attitudes to learning, stronger resilience and better outcomes for our disadvantaged pupils.

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 |
|-----------|----------|
| | |
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Service pupil premium funding (optional)

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