

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Tottington Primary
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 26
Date on which it will be reviewed	September 27
Statement authorised by	Deborah Taylor
Pupil premium lead	Steven Groutage
Governor / Trustee lead	James Whitham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,480
Recovery premium funding allocation this academic year	£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	£59,480

Part A: Pupil premium strategy plan

Statement of intent

At Tottington Primary School, our ambition is that disadvantage should not determine a pupil's educational outcomes, participation or future opportunities. We have high expectations for all pupils and aim to ensure that disadvantaged pupils achieve well academically, develop the knowledge and skills needed to become increasingly independent learners, attend school regularly and participate fully in the wider life of the school. Through our pupil premium strategy, we aim to ensure that disadvantaged pupils are supported to reach their full potential.

Our strategy begins with a detailed understanding of the individual and collective needs of disadvantaged pupils. The profile of our cohort is increasingly complex. A significant proportion of our disadvantaged pupils also have SEND, including pupils with EHCPs and pupils working significantly below age-related expectations. We therefore recognise that disadvantage, SEND, SEMH, attendance and prior attainment can interact and that effective provision must respond carefully to individual starting points while remaining ambitious.

The actions outlined in this plan will benefit all pupils, not just those eligible for pupil premium, by fostering an inclusive and high-quality learning environment.

At the heart of our approach is a commitment to high-quality teaching, particularly in areas where disadvantaged pupils require the most support. Our strategy follows the DfE's menu of approaches, prioritising high-quality teaching, supported by targeted academic intervention and wider strategies to enable pupils to attend, belong and succeed.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils achieve less well in writing, with barriers including weaker transcription, spelling, sentence construction, vocabulary, composition and writing stamina.
2	The significant overlap between disadvantage and SEND means that some pupils working well below age-related expectations require precise assessment, adapted teaching and bespoke curriculum pathways to make strong progress from their starting points.
3	SEMH and regulation needs, including increasing anxiety and neurodevelopmental needs, affect the readiness to learn, independence and engagement of some disadvantaged pupils.
4	Disadvantaged pupils have lower attendance and higher persistent absence than their peers, reducing access to teaching and compounding existing barriers.

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.

Challenge	Intended outcomes	Success criteria
Disadvantaged pupils achieve less well in writing, with barriers including weaker transcription, spelling, sentence construction, vocabulary, composition and writing stamina.	Disadvantaged pupils make strong progress in writing from their individual starting points, increasing the proportion working securely at age-related expectations and reducing the number working below the expected standard.	At least 50% of PP pupils beginning the year 'just below' ARE achieve ARE by July 2027, where appropriate to their individual starting points.
		At least 80% of PP pupils make expected or better progress in writing from their September 2026 starting points.
		Termly assessment and work scrutiny show measurable improvement in identified writing barriers, including transcription, spelling, sentence construction, vocabulary, composition and stamina.
The significant overlap between disadvantage and SEND means that some pupils working well below age-related expectations require precise assessment, adapted teaching and bespoke curriculum pathways to make strong progress from their starting points.	Disadvantaged pupils with SEND, particularly those working significantly below ARE, access appropriately ambitious teaching and demonstrate measurable progress through clearly identified curriculum steps.	By October 2026, 100% of PP pupils identified as working significantly below ARE have clear English and/or mathematics starting points recorded using BSquared.
		By July 2027, at least 80% of PP pupils being assessed through BSquared demonstrate sustained progress from their September baseline across their identified priority learning objectives.
		By July 2027, pupil progress discussions demonstrate that PP+SEND pupils are accessing increasingly ambitious learning, with curriculum pathways adjusted where monitoring shows that existing provision is not securing sufficient progress.

SEMH and regulation needs, including increasing anxiety and neurodevelopmental needs, affect the readiness to learn, independence and engagement of some disadvantaged pupils.	Disadvantaged pupils with identified SEMH/regulation needs develop greater capacity to regulate, engage successfully with learning and increasingly access classroom provision independently.	By July 2027, at least 80% of PP pupils receiving sustained pastoral intervention demonstrate improvement against their individual SEMH/regulation outcome, using an appropriate school measure alongside teacher/pupil evidence.
		By Spring 2027, monitoring demonstrates consistent use of agreed de-escalation and regulation approaches across classrooms and key transition/unstructured points.
		Zones of Regulation is delivered consistently across the school, and by July 2027, pupil voice demonstrates that most PP pupils can identify and use an appropriate taught strategy for regulation.
Disadvantaged pupils have lower attendance and higher persistent absence than their peers, reducing access to teaching and compounding existing barriers.	Improve attendance among disadvantaged pupils, particularly those at risk of persistent absence, so that fewer pupils experience cumulative loss of curriculum time.	PP attendance improves from 92.6% in 2025/26 to at least 94.0% in 2026/27.
		Identified PP attendance is reviewed at least half-termly, with actions recorded and evaluated.
		For PP pupils receiving targeted attendance support, at least 70% improve their individual attendance compared with their 2025/26 baseline, unless exceptional circumstances make this inappropriate.

	Maintain equitable access to enrichment so that financial disadvantage does not prevent PP pupils from participating in the wider life of school.	At least 85% of PP pupils participate in at least one school extracurricular club during 2026/27, building on the strong participation established in 2025/26.
		100% of PP pupils are offered access to curriculum-related visits and residential opportunities, with financial barriers addressed through appropriate support where required.

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: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed and evaluate the school's adapted Ready Steady Write teaching sequence, ensuring teaching is appropriately pitched while maintaining ambitious curriculum expectations. Emphasis will be placed on modelling, scaffolding, oral rehearsal, transcription and explicit sentence construction.	EEF evidence identifies high-quality teaching as the most important school-based mechanism for improving attainment, particularly for disadvantaged pupils. Curriculum development, teacher knowledge and purposeful assessment are specifically identified within the teaching strand of the pupil premium menu of approaches.	1, 2
Purchase and implement a systematic spelling programme to strengthen transcription and spelling knowledge.	School assessment and scrutiny have identified transcription and spelling as barriers to successful writing for identified pupils. This responds directly to diagnosed need rather than adding a generic intervention. EEF guidance supports the selection of high-quality curriculum resources and evidence-informed teaching approaches within high-quality teaching.	1
Purchase BSquared assessment system and facilitate implementation. Used specifically to assess pupils working substantially below age-related expectations and support the design,	Accurate diagnostic and formative assessment can help teachers establish pupils' starting points and identify specific gaps. The EEF pupil premium evidence brief identifies purposeful use of assessment and responsive curriculum development within high-quality teaching.	1, 2

teaching and review of personalised English and mathematics pathways. Relevant staff will receive guidance/training to ensure consistent implementation. Track the small-step progress of pupils not assessed using B Squared, where progress may be incremental and not fully reflected by standard assessment measures.		
Purchase, launch and embed whole-school approaches to regulation, including Zones of Regulation and consistent application of the school's de-escalation training.	This approach addresses identified SEMH and regulation barriers by strengthening staff expertise and ensuring consistent practice across the school. The DfE's menu of approaches supports provision for pupils' social, emotional and behavioural needs where these are identified barriers to attainment.	3

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured, needs-led literacy intervention, including phonics catch-up, reading fluency, spelling/transcription, handwriting and sentence construction according to diagnostic assessment.	EEF, Improving Literacy in Key Stage 1; EEF, Improving Literacy in Key Stage 2; EEF, Oral Language Interventions, Teaching and Learning Toolkit.	1, 2
Targeted English and mathematics teaching for disadvantaged pupils working substantially below age-related expectations, informed by BSquared and teacher assessment.	EEF, Special Education Needs in Mainstream Schools / Inclusive Teaching resources; EEF, Improving Literacy in Key Stage 1; EEF, Improving Literacy in Key Stage 2.	1, 2
Termly review of disadvantaged pupils who are just below age-related expectations, alongside those at risk of falling further behind, to identify the most appropriate teaching response.	EEF, The EEF Guide to the Pupil Premium; EEF, A School's Guide to Implementation.	1, 2

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor / trauma-informed pastoral provision: Dedicated pastoral capacity each afternoon will prioritise disadvantaged pupils with identified SEMH, regulation, anxiety, attendance or wider pastoral barriers. Provision will predominantly be bespoke and needs-led.	EEF, Social and Emotional Learning, Teaching and Learning Toolkit; EEF, Social and Emotional Learning evidence review	3, 4
Targeted attendance monitoring and family support. PP attendance and persistent absence will be reviewed regularly at pupil level, with patterns identified early and appropriate support agreed with pupils and families.	EEF, Attendance Interventions: Rapid Evidence Assessment; EEF, Supporting School Attendance	4
Maintain and embed regulation/de-escalation practice, following staff de-escalation training and whole-school implementation of Zones of Regulation.	EEF, Social and Emotional Learning, Teaching and Learning Toolkit; EEF, Social and Emotional Learning evidence review; EEF, A School's Guide to Implementation	3
Protect equitable access to enrichment, educational visits, residential and wider opportunities, addressing financial or participation barriers where identified. Club	EEF, The EEF Guide to the Pupil Premium; DfE, Using Pupil Premium: Guidance for School Leaders	3

participation will continue to be monitored and disadvantaged pupils not participating will be proactively encouraged.		
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Total budgeted cost: £59,000

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 2025 to 2026 academic year.

At the end of EYFS, 50% of DA pupils achieved GLD (3/6 pupils).

By the end of Y1, 67% of DA pupils passed the phonics screening check (2/3 pupils).

At the end of KS1, 33% of DA pupils achieved ARE in reading, writing and maths combined. Individually, 50% achieved ARE in reading, 33% in writing and 33% in maths.

End of KS2 outcomes:

33% of DA pupils achieved ARE in reading, writing and maths combined, compared 49% of disadvantaged pupils nationally.

67% of DA pupils achieved ARE in reading, compared with 63% of disadvantaged pupils nationally. 17% of the school's DA cohort achieved the higher standard in reading.

33% of DA pupils achieved ARE in writing, compared with 60% of disadvantaged pupils nationally. 17% of the school's DA cohort achieved greater depth in writing.

83% of DA pupils achieved ARE in maths, compared with 62% of disadvantaged pupils nationally. 33% of the school's DA cohort achieved the higher standard in maths.

Learning mentor support

1:1 or small group meetings to provide bespoke support on barriers to learning, including behaviour, attendance, SEMH needs and attitudes to learning.

These short bursts of intervention have given some children the strategies to implement to enable success academically, socially and emotionally. There has also been a positive impact on attendance of PP pupils targeted through this support.

Extra-curricular provision

Take up of extra-curricular clubs has risen with PP children and through enhanced provision delivered, all children have the chance to develop holistically, socially and personally. 68% of PP children attended at least one extra-curricular club in school, with all PP children offered a place at each club. PP funding has been used to enable PP children the opportunities to access educational visits and experiences this year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider