

# Tatsfield Primary School

## Pupil Premium Strategy Statement

Reviewed December 2025

[Pupil premium: allocations and conditions of grant 2025 to 2026 - GOV.UK](#)

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.

The PP grant is allocated to academies for 2 separate objectives:

- raising the educational attainment of disadvantaged pupils of all abilities to help them reach their potential
- providing support for children and young people with parents in the regular armed forces

### School overview

Detail	Data
School name	Tatsfield Primary School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Rachel Jewitt, Headteacher
Pupil premium lead	Rachel Jewitt, Headteacher
Governor / Trustee lead	Laura King

### Funding overview 2025-2026

Detail	Amount
Pupil premium funding allocation this academic year	£22,725
Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support pupils eligible for pupil premium funding to achieve that goal, including progress for those who are already at age related expectations.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

In line with our school motto 'Aim High, Achieve More', high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- focus on a strong sense of belonging for all – focusing on our under-served learners
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

This details the key challenges to achievement that we have identified among pupils, including those eligible for Pupil Premium funding.

Challenge number	Detail of challenge
1	<b>Communication, speech and language</b> Assessments, observations, and discussions with pupils and staff indicate a focus on oral language skills, speech and language needs and vocabulary gaps among pupils eligible for pupil premium funding.
2	<b>Phonics</b> Ensuring that pupils eligible for pupil premium funding make at least expected progress from Reception into Year 1 and then meet age related expectations in the Phonics Screening Check.
3	<b>Writing and maths</b> Ensuring that pupils eligible for pupil premium funding make at least expected progress in each year group in writing and maths and meet or exceed age related expectations.
4	<b>Mental health and wellbeing support</b> Referrals for mental health and emotional support have increased. School support for pupils' behaviour and emotional regulation.
5	<b>Attendance</b> Focussing on sustaining high rates of attendance. Reducing the % of pupils who are persistently absent, specifically for pupils eligible for pupil premium funding.

## 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
1	Improved oral language skills and vocabulary among pupils eligible for pupil premium funding	Assessments and observations indicate improved oral language among pupils eligible for pupil premium funding by the end of KS1. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
2	Improved phonics outcomes for pupils eligible for pupil premium funding at the end of KS1.	KS1 Phonics outcomes from 2025-2026 will show sustained pupil outcomes from 2024-2025 (significantly improved from 2023-2024) specifically for pupils eligible for pupil premium funding  The % of pupils in Year 2 who did not meet the expected standard in phonics at the end of Y1 will increase from 2024-2025 data.  The number of pupils eligible for pupil premium funding meet the phonics check standard by the end of Year 1 is in line with national data.
3	Improved writing and maths outcomes for pupils eligible for pupil premium funding.	Outcomes in writing and maths from 2025-2026 will show improvements from 2024-2025 specifically for pupils eligible for pupil premium funding in every year group (including MTC).
3	To achieve and sustain improved wellbeing for all pupils in our school, particularly pupils eligible for pupil premium funding.	Sustained high levels of wellbeing from 2025-2026 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among pupils eligible for pupil premium funding</li> <li>• attainment in core subjects will be at least in line with, or better than, national data in 2025-2026</li> </ul>
4	Mental health, wellbeing and emotional regulation	From 2025-2026: <ul style="list-style-type: none"> <li>• pupils have access to in-school and external professional services to support mental health and wellbeing</li> <li>• behaviour incidents to reduce the number of suspensions to continue to reduce from 2023-2024</li> </ul>
5	To achieve and sustain improved attendance and punctuality, particularly for pupils eligible for pupil premium funding	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%</li> <li>• the attendance gap between pupils eligible for PP funding and NPP pupils being removed</li> <li>• the percentage of who are persistently absent being well below national averages and the figure among gap between pupils eligible for PP funding and NPP pupils being removed</li> </ul>

**Activity in this academic year (2025-2026)**

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: c.£17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Specific language interventions in Early Years</b>	EYFS intervention listed in the Teaching and Learning Toolkit by EEF as having moderate impact on pupil attainment.  <a href="#">DfE Strong foundations in the first years of school - GOV.UK</a>	1,2  1,2,3
<b>Enhanced Language &amp; Communication pilot from scerts.com</b>		1,2
<b>Ensure all relevant staff (including new staff) have received training to deliver the Pearson Phonics Bug scheme effectively</b>	Digital technologies and phonics listed in the Teaching and Learning toolkit by EEF as having moderate impact for PP children.	
<b>To deliver SaLT interventions to targeted children in KS2</b>	Oral Language interventions listed in Teaching and Learning toolkit, EEF, as having moderate impact.	1,2,3
<b>To train staff and deliver Literacy for All to support reading skills in Years 1,2,3</b>	Programme outcomes to include accelerated reading accuracy and fluency, increased vocabulary and improved comprehension skills	
<b>To further develop high quality teaching strategies and approaches specific to Tatsfield Primary School</b>	High quality teaching strategies is especially significant for children from disadvantage backgrounds. (Sutton Trust) and EEF feedback gives high impact for low cost.	3
<b>To provide CPD to teachers and TAs to support Quality First Teaching to have an impact on outcomes for pupils eligible for Pupil Premium</b>	<a href="#">Ordinarily available provision (schools) - Surrey County Council</a>  Quality First Teaching is especially significant for children from disadvantage backgrounds. (Sutton Trust) and EEF feedback gives high impact for low cost.	3,4
<b>To provide extra opportunities for small group teaching in KS2</b>		

	Reducing class size listed in EEF Teaching and Learning toolkit as having moderate impact.	
<b>To provide support (in school and via external agencies) to support pupil mental health and wellbeing</b>	<p>ELSA CPD</p> <p>Social and Emotional Learning listed in EEF Teaching and Learning toolkit as having moderate impact.  <a href="#">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	3,4

## Targeted academic support

Budgeted cost: c.£4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To promote and monitor Lexia reading intervention and track children accordingly	Digital technologies listed in the Teaching and Learning toolkit by EEF as having moderate impact for PP children.	1
To boost reading comprehension and writing in the school through Talk for Writing initiative	<a href="#">Talk-for-Writing-Review-of-related-research.pdf (talk4writing.com)</a>	2,3
To provide CPD to teachers and TAs to support high quality teaching strategies to have an impact on outcomes for disadvantaged pupils	Quality First Teaching is especially significant for children from disadvantaged backgrounds. (Sutton Trust) and EEF feedback gives high impact for low cost.  <a href="#">Ordinarily available provision (schools) - Surrey County Council</a>	2,3,4
To provide extra opportunities for small group teaching in KS2	Reducing class size listed in EEF Teaching and Learning toolkit as having moderate impact on pupil attainment.  Targeted teaching support.	
ELSA	Emotional Literacy Support CPD to be undertaken and timetabled support in school <a href="#">Evaluation Reports – ELSA Network</a>	4
Dynamo Maths intervention	Digital technologies listed in the Teaching and Learning toolkit by EEF as having moderate impact for PP children. <a href="#">EEF   Dynamo Maths</a>	3,5

**Wider strategies (for example, related to attendance, behaviour, wellbeing)  
c. £2000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management, regulation strategies, restorative practice and anti-bullying approaches with the aim of further strengthening our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3,4,5
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Senior leader Attendance Champion - organise training and time to analyse data.</p> <p>Work in partnership with the local authority attendance officer to monitor attendance and punctuality data.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EEF data – poor attendance and low reading levels are the biggest challenges affecting disadvantaged pupils' academic achievement <a href="#">Attendance and reading key barriers to disadvantaged pupils'...   EEF</a></p>	3,5
Wider opportunities, ensuring financial support is offered to pupils eligible for pupil premium funding for trips and extra-curricular activities	<p><a href="#">5 Reasons why school trips are an essential part of learning » SCIS</a></p> <p><a href="#">Study by Oxford education group reveals positive effect of school trips   News &amp; Ideas   School Travel Organiser</a></p>	1,2,3,4,5

**Total budgeted cost: £23,500**



## 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 2024-2025 academic year.

#### % of pupils eligible for Pupil Premium in 2024-2025 = 8%

We take the wider context of each pupil into account when looking at progress and attainment. This includes SEND, EAL and other factors.

Our school and statutory assessments during 2024-2025 showed that the number of pupils eligible pupil premium funding were small (EY = 1 pupil, end of KS1 = 2 pupils, end of KS2 (3 pupils). Where pupils hadn't met age related expectations, progress was evident from individual starting points:

<b>Reception GLD</b> <b>(1 pupil eligible for PP funding)</b>	0% Achieved 9 out of 17 ELGs
<b>Year 1 Phonics</b> <b>(2 pupils eligible for PP funding)</b>	50%
<b>Y4 MTC</b> <b>(3 pupils eligible for PP funding)</b>	0% (33% 21+)
<b>Year 6 SATs</b> <b>(3 pupils eligible for PP funding)</b>	Reading EXS – 66% Reading GDS – 33% Writing EXS – 33% Maths – 66% RWM EXS+ - 33%

Overall attendance in 2024-2025 was higher than 2023-2024. Attendance for pupils eligible for pupil premium funding improved from 2023-2024 and was in line with national data. Persistent absence for pupils eligible for PP funding significantly improved from 2023-2024. Attendance among pupils eligible for pupil premium was lower than their peers. This was due mainly to a children with SEND support (anxiety and behaviour support) as well as being eligible for PP funding. EBSNA and increased numbers of pupils with anxiety and behaviour support affected overall attendance. Individualised support was in place for these pupils.

<b>Whole school attendance</b>	<b>Attendance for pupils eligible for PP funding</b>	<b>Persistent absence for pupils eligible for PP funding</b>
2024-2025 = 96.4% (national = 94.8%)	2024-2025 = 94.6% (national 94.8%)	2024-2025 = 13.3% (national 13.5%)
2023-2024 = 95.1% (national = 94.1%)	2023-2024 = 92.6% (national – 94.1%)	2023-2024 = 42.9% (national = 16.2%)

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Our assessments, discussions with parents and observations indicated that pupil behaviour, wellbeing and mental health were a focus for pupils across the school. We introduced Drawing and Talking as a school based initiative and continued partnerships with external agencies including Play Therapists and YMCA Mindworks. These interventions supported in-school pastoral and mental health support.

The Behaviour Policy and strategies were reviewed for 2024-2025 and external professionals (such as with STIPS) continued to provide support for pupils. Suspensions and behaviour incidents reduced significantly from 2023-2024, including for pupils eligible for pupil premium funding.

#### Externally provided programmes 2024-2025

Programme	Provider
Lexia Reading programme	Lexia Learning
Talk for Writing - Pie Corbett	Jamie Thomas
ELCi (Enhanced Language & Communication initiative)	Surrey Educational Psychologist Service
Literacy for All	Surrey Education Services
Mindworks	YMCA
STIPS	Surrey Education Services