



Tattershall Primary School

Pupil Premium Statement 2025-26

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	138
Proportion (%) of pupil premium eligible pupils	31.91% (Census Oct '25)
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)	2024-25 2025-26 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lyndsey Wood
Pupil premium Lead	Lyndsey Wood
Governor Lead	Sarah Rodgers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63630 (Pupil Premium) £3330 (PLACC and LAC) £19600 (Service)
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£86560

Part A: Pupil premium strategy plan

Statement of intent

At Tattershall Primary School, we have high aspirations for all our pupils and want every child to achieve their potential, regardless of their background or the challenges they face. With this in mind, we consider carefully how to use our Pupil Premium funding to maximise its impact.

We will consider the challenges faced by vulnerable pupils, and tailor our approach to meet the needs of the children in our school. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a particular focus on developing early literacy and reading skills as the fundamentals for access to the whole curriculum. Included is the strategic use of high impact interventions to accelerate the progress of pupils as needed. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside accelerated progress for their disadvantaged peers.

At Tattershall Primary School we aim to:

- Provide a rich range of experiences for all pupils, to enthuse and engage the children, develop their understanding of the world, and extend vocabulary and language skills.
- Ensure pupils leave our school able to read fluently and with good comprehension, and a love of reading.
- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils, through quality first teaching and an understanding of each pupil's individual strengths and barriers to learning, implementing effective strategies to overcome these.
- Teach pupils to view challenge in a positive way, and therefore we encourage resilience, perseverance, and a positive mindset.
- Provide a rich variety of contexts allowing pupils the opportunity to develop their listening and communication skills.

In order to achieve this,

- We place a strong focus on developing and establishing high quality first teaching.
- Pupil Premium children are considered first for all interventions.
- Pupil Premium children are prioritised when attending enrichment events.
- Each Pupil Premium child has an Action Plan which identifies their strengths, barriers, achievements, additional support given, and future targets.
- Pupil Premium children are prioritised for extra-curricular and after school clubs.

- School trips are funded for Pupil Premium children.
- Our curriculum is carefully considered to ensure all children receive a rich variety of experiences before they leave our school.
- Staff are mindful to ensure increased interactions for Pupil Premium children, for example targeting support during teacher directed activities, or a greater number of communications during child-initiated activities.
- All staff work hard to build positive relationships with all parents, and especially those who are disadvantaged, and are clear and specific about how parents can best support their children's learning at home.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health difficulties
2	Speech, language and communication difficulties
3	Attendance and punctuality
4	Reading, writing and maths – low attainment
5	Lack of rich life experiences on entry to school

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
Social, emotional and mental health – To improve pupil wellbeing so that they have improved mental health and are able to learn well.	Feedback and observations indicate that all children, including disadvantaged are happy and ready to learn when they come to school. Reduced numbers of children, including disadvantaged are receiving Casy Counselling and referrals for Healthy Minds support
Speech, language, vocabulary and communication – To improve pupils' language and speech development so that they are able to communicate effectively and access the full curriculum.	Assessments and observations indicate significantly improved oral language among all, including disadvantaged children. Evidence of engagement in lessons, book scrutiny and ongoing formative assessment. Outcomes from interventions will show improvements in pupils' speech and language development.
To improve the attendance and punctuality of disadvantaged pupils	Attendance of PP eligible pupils will be 96%+

	<p>The gap in attendance between PP and non-PP pupils is closed.</p> <p>Lateness is eliminated as a barrier to learning for pupils; pupils arrive on time and so can access the full curriculum.</p>
Close gaps in Reading, writing and maths	<p>Achieve at least 90% of Year 1 children passing the Phonics check.</p> <p>Achieve outcomes in-line with, or above, national average by the end of KS2.</p> <p>Progress shows the achievement gap is closing.</p> <p>Analysis of intervention data shows the impact on pupil achievement.</p>

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure high quality teaching across all classes and subjects for all pupils.	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1, 2, 3, 4, 5
To develop our Writing curriculum so that it is ambitious and clearly outlines the progression of skills and knowledge for all pupils to achieve.	Ofsted Guidance – Ofsted School Inspection Handbook	2, 4, 5
To ensure staff are skilled at adapting the curriculum to carefully match learning to their needs so that progress is maximised.	Ofsted Guidance – Ofsted School Inspection Handbook	2, 4, 5
Ensure complete inclusion by disadvantaged children in enrichment activities	<p>Enriching the curriculum by enabling all children to participate in off site school visits linked to planned learning.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	5

CPD for staff regarding the development of high quality provision in the EYFS, including language and communication skills	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	2
Teachers will analyse data and identify disadvantaged pupils with the potential to achieve expected attainment. Strategies and interventions will be implemented to ensure disadvantaged these pupils achieve expected.	EEF toolkit shows high impact for very low cost based on very extensive evidence. EEF Attainment gap report 2018 shows quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds	2, 4
Increase opportunities for parental engagement so that collaborative efforts have a positive impact in outcomes for pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3, 4

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

Budgeted cost: £51,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs to run a successful Phonics Intervention (Little Wandle), reading interventions (Reciprocal Reading), language interventions (NELI) and Maths interventions (Maths Mastery / Fluency resources).	EEF Phonics toolkit shows high impact for very low cost based on very extensive evidence.	4
TA to provide targeted support for English / Maths to disadvantaged children to address gaps	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	4
Deliver Maths in stand alone year groups so that the pitch can be precisely matched to the National Curriculum age. Review curriculum and engage with ongoing CPD in-	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	4

house and through the Maths Hub. Deliver Maths Mastery sessions for YR-2 and Maths Fluency for Y3-5 daily.		
Attendance Champion to work closely with identified families to provide early intervention and support to ensure good levels of attendance and punctuality.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf	3
Nurture approach embedded for individuals and delivered by TA with guidance from trained teacher	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1

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

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Casy Counselling and Play Therapy for those children experiencing emotional difficulties	Weekly provision for at least 3 children to work with our counsellor https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm	1
Support and interventions for well-being, social and emotional success, counselling	EEF toolkit shows +4 months impact for low cost.	1, 3
Wider curriculum access – enriching the curriculum with visits and workshops	OFSTED inspection framework 2022 emphasises the importance of personal development and extending the curriculum beyond academic achievement.	5

Total budgeted cost: £ 66960

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS

(Note: only two pupils in the cohort were disadvantaged, one has complex needs with an EHCP)

Good Level of Development

50.0% of your school's Disadvantaged cohort achieved a good level of development, 1 - out of 2.

This is 21.4% - the national Non-Disadvantaged cohort at 71.4%.

The Disadvantaged pupil(s) in your school are in percentile 45 for EYFS good level of development when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-21.4%
National: Disadvantaged	-1.4%
School: Non-Disadvantaged	-8.3%

SCHOOL: VALUE



Average no. ELGs at expected level

Your school's Disadvantaged cohort of 2 - have an EYFS average number of ELGs at the expected level of 8.5.

This is 6.0 - the national Non-Disadvantaged cohort at 14.5.

The Disadvantaged pupil(s) in your school are in percentile 88 for EYFS average number of ELGs at the expected level when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-6.0
National: Disadvantaged	-3.7
School: Non-Disadvantaged	-6.1

SCHOOL: VALUE



Phonics

Expected Standard (Year 1)

71.4% of your school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 5 pupils out of 7.

This is 12.0% lower than the national Non-Disadvantaged cohort at 83.4%.

Your school's gap to Non-Disadvantaged pupils nationally has improved by 31.5% from -43.5% in 2023/24, to -12.0% in 2024/25.

Your Year 1 Disadvantaged cohort's Phonics Expected Standard has increased by 31.4% from 40.0% in 2023/24, to 71.4% in 2024/25.

The Disadvantaged Year 1 pupil(s) in your school are in percentile 44 for Phonics Expected Standard when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-12.0%
National: Disadvantaged	+4.6%
School: Non-Disadvantaged	-28.6%

SCHOOL: VALUE



Expected Standard (Year 1)

71.4% of your school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 5 pupils out of 7.

This is 12.0% lower than the national Non-Disadvantaged cohort at 83.4%.

Your school's gap to Non-Disadvantaged pupils nationally has improved by 31.5% from -43.5% in 2023/24, to -12.0% in 2024/25.

Your Year 1 Disadvantaged cohort's Phonics Expected Standard has increased by 31.4% from 40.0% in 2023/24, to 71.4% in 2024/25.

The Disadvantaged Year 1 pupil(s) in your school are in percentile 44 for Phonics Expected Standard when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-12.0%
National: Disadvantaged	+4.6%
School: Non-Disadvantaged	-28.6%

SCHOOL: VALUE



KS2

RWM Expected Standard

71.4% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, 5 pupils out of 7.

This is 2.1% higher than the national Non-Disadvantaged cohort at 69.3%.

Your school's gap to Non-Disadvantaged pupils nationally has improved by 36.2% from -34.1% in 2023/24, to +2.1% in 2024/25.

Your Disadvantaged cohort's Reading, Writing & Maths Expected Standard has increased by 38.1% from 33.3% in 2023/24, to 71.4% in 2024/25.

The Disadvantaged pupil(s) in your school are in percentile 15 for Reading, Writing & Maths Expected Standard when compared to other schools.

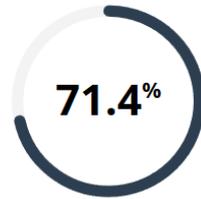
GAP TO:

National: Non-Disadvantaged +2.1%

National: Disadvantaged +23.7%

School: Non-Disadvantaged +7.8%

SCHOOL: VALUE



Reading Expected Standard

71.4% of your school's Disadvantaged cohort achieved the expected standard in Reading, 5 pupils out of 7.

This is 9.5% lower than the national Non-Disadvantaged cohort at 80.9%.

Your school's gap to Non-Disadvantaged pupils nationally has improved by 36.9% from -46.4% in 2023/24, to -9.5% in 2024/25.

Your Disadvantaged cohort's Reading Expected Standard has increased by 38.1% from 33.3% in 2023/24, to 71.4% in 2024/25.

The Disadvantaged pupil(s) in your school are in percentile 39 for Reading Expected Standard when compared to other schools.

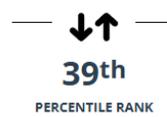
GAP TO:

National: Non-Disadvantaged -9.5%

National: Disadvantaged +7.8%

School: Non-Disadvantaged +7.8%

SCHOOL: VALUE



Writing Expected Standard

100.0% of your school's Disadvantaged cohort achieved the expected standard in Writing, **7 pupils** out of 7.

This is **21.6%** higher than the **national Non-Disadvantaged** cohort at **78.4%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **improved by 65.9%** from -44.3% in 2023/24, to +21.6% in 2024/25.

Your Disadvantaged cohort's **Writing Expected Standard** has **increased by 66.7%** from 33.3% in 2023/24, to 100.0% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 1** for **Writing Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+21.6%
National: Disadvantaged	+40.4%
School: Non-Disadvantaged	+36.4%

SCHOOL: VALUE



Maths Expected Standard

100.0% of your school's Disadvantaged cohort achieved the expected standard in Maths, **7 pupils** out of 7.

This is **19.4%** higher than the **national Non-Disadvantaged** cohort at **80.6%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **improved by 48.8%** from -29.4% in 2023/24, to +19.4% in 2024/25.

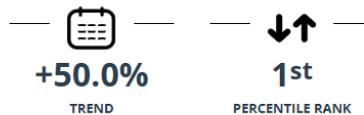
Your Disadvantaged cohort's **Maths Expected Standard** has **increased by 50.0%** from 50.0% in 2023/24, to 100.0% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 1** for **Maths Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+19.4%
National: Disadvantaged	+39.2%
School: Non-Disadvantaged	+18.2%

SCHOOL: VALUE



GPS Expected Standard

85.7% of your school's Disadvantaged cohort achieved the expected standard in Grammar, Punctuation and Spelling, **6 pupils** out of 7.

This is **6.9%** higher than the **national Non-Disadvantaged** cohort at **78.8%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **improved by 51.8%** from -44.9% in 2023/24, to +6.9% in 2024/25.

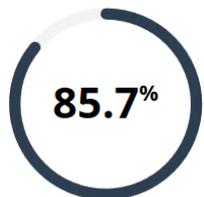
Your Disadvantaged cohort's **Grammar, Punctuation and Spelling Expected Standard** has **increased by 52.4%** from 33.3% in 2023/24, to 85.7% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 15** for **Grammar, Punctuation and Spelling Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+6.9%
National: Disadvantaged	+25.6%
School: Non-Disadvantaged	+13.0%

SCHOOL: VALUE



Attendance

Overall Absence

Your school's Disadvantaged cohort of 44 enrolments have an **Overall Absence** of **5.9%**.

This is **1.7%** higher than the **national Non-Disadvantaged** cohort at **4.2%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 0.7%** from +2.4% in 2023/24, to +1.7% in 2024/25.

Your Disadvantaged cohort's **Overall Absence** has **decreased by 1.0%** from 6.9% in 2023/24, to 5.9% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 25** for **Overall Absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged +1.7%

National: Disadvantaged -1.6%

School: Non-Disadvantaged +3.4%

SCHOOL: VALUE



Externally provided programmes

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

Programme	Provider
Letters and Sounds	Little Wandle
NFER Assessments	NFER
CASY Counselling	CASY
Play Therapy	APAC

Service pupil premium funding

How our service pupil premium allocation was spent last academic year

Funding received at Tattershall Primary School: £18,020 (2024-25)

The Service Pupil Premium is provided by the Government mainly for pastoral support and we use the funding for Lunchtime Club staff to run daily sessions where children who are nominated by their teachers can benefit from pastoral support at a time when a parent is deployed or if they feel they need additional support during the lunch hour or would benefit from having time in a small nurture group during the middle part of the school day. Not every Service child will want to go to the club as some children much prefer to go outside and play during their lunch break, so we used this funding for a Play Leader to support the children whilst they are playing and not involved in teacher directed learning activities.

We also put some of the funding towards Casy Counselling which is used to support some of our Service Children through an opportunity to discuss their thoughts and feelings with a

trained counsellor. Staff will consult with parents if they think this service will be of benefit for their child's wellbeing and children usually undertake 7 or 8 weeks of sessions with our counsellor to help them with strategies to support them with any difficulties they need to overcome and to build resilience. Parents may also approach the school if they think their child will benefit from this support. It is very popular and we usually have a waiting list.

Some of the Service Pupil Premium funding pays towards a High Level Teaching Assistant so that a teacher can be released from their class at times when they need to work with Service children or their families to provide pastoral and wellbeing support such as starting the Early Help process to access parenting courses or making referrals for specialist teacher reports or services for children.

The impact of that spending on service pupil premium eligible pupils

Pupils are well supported emotionally, and the school is proactive and ready to be reactive to meet their needs. As a result, pupils continue to engage well with their learning when their parents are deployed.