



Dame Tipping Church of England Primary School
Pupil Premium Strategy 2025 - 2026

Pupil premium strategy statement – Dame Tipping Church of England Primary School

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

All schools that receive pupil premium (and recovery 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 (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	95
Proportion (%) of pupil premium eligible pupils	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)	2022/2023 to 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Alice Larkman
Pupil premium lead	Stella McCarthy
Governor / Trustee lead	Sharon Harris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,510
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0.00
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>	£33,510

Part A: Pupil premium strategy plan

Statement of intent

At Dame Tipping C of E Primary School, we believe that all children have the right to the very best education. Our vision of Love to learn: learn to love and our Core Values of Heartfelt Compassion, Boundless Creativity and Courageous Optimism underpin everything we do. When considering how to spend the Pupil Premium Grant (PPG) it is important that we understand the potential barriers to learning which Pupil Premium Pupils at our school are faced with in the context of the school.

We have the highest expectations for our pupils and we encourage a growth mindset as we continually strive to ensure that no pupil is left behind. High quality teaching is at the heart of our approach, with a focus on areas on areas in which disadvantaged pupils require the most support.

Our objective, in using the Pupil Premium Grant, is to diminish the difference in attainment and achievement between those who are entitled to PPG and those who are not. Irrespective of their, barriers our disadvantaged pupils may face, our intention is that they attain as well as their non – disadvantaged peers and make good progress. We believe that with the correct support all pupils can achieve their full potential to enable them to become active, socially responsible citizens of the future.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning
- Target funding to ensure that all pupils have access to school uniform, trips, residential and memorable learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
3	Internal and external assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some pupils.
5	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in 2025/26 show that more than 80 % of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 0.4% • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5% <p>The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 10% lower than their peers.</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: £10,579

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing staff training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Trained MELSA to work with individuals and groups of children</p>	1,
<p>Purchase of a ELS which is a DfE validated Systematic Synthetic Phonics programme to continue to secure strong phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to sustain key elements of guidance in school and to access Maths Hub resources and CPD including teaching for Mastery Training and Engagement in Mastering Number in EYFS, KS1 and KS2</p> <p>White Rose Maths Scheme of Learning which has already had a positive impact on Maths attainment across the school</p> <p>Use of Numbots and TTRockstars for home learning support.</p> <p>Additionally the use of Maths.co.uk gaps analysis tools for KS2.</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	3

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>ELSA to work daily with pupils on the wellbeing register.</p> <p>Breakfast snack and chat for pupils who need time to self-regulate in the morning.</p> <p>EBSA – strategies to be used with any pupils demonstrating anxiety.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4</p>
--	---	----------

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

Budgeted cost: £ 12,994

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>
<p>Teaching staff and HLTA's to continue to provide school-led tutoring for pupils whose education has been most impacted. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>

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

Budgeted cost: £9,937

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>School uniform provided for families most in need.</p>	<p>Pupils will feel part of the school community and ready to learn.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	4
<p>Trained Sports Coach to run sporting activities for pupils at lunchtime.</p> <p>HLTA running a lunchtime reading and nurture club</p>	<p>Pupils will have access to a lunchtime sports club</p> <p>Pupil access to lunchtime reading and nurture clubs where they can collaborate with their peers and talk to a trusted adult if required.</p>	4,5
<p>Various clubs offered after school which disadvantaged pupils are encouraged to attend</p>	<p>Pupil access to a variety of after school clubs including:</p> <ul style="list-style-type: none"> • Art and Crafts • Sports • Reading • Theatre • Homework 	
<p>School trips and residential visits</p>	<p>All pupils will be able to access school trips and residential visits which will provide enrichment opportunities and enhance the Cultural Capital of disadvantaged pupils.</p>	4,5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £33,510

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Pupils in receipt of the pupil premium grant at Dame Tipping attained well and broadly in line with other pupils. This is not always the case and there are two cohorts with particularly high percentages of Pupil Premium children.

Pupils receiving Pupil Premium Grant assessment data at the end of KS2 July 2024

ARE	2025 Nat Ave	Dame Tipping ARE or Above	Dame Tipping PPG ARE +	Dame Tipping Non PPG ARE+
Reading	75%	85%	71%	88%
Writing	72%	100%	100%	100%
Maths	74%	77%	71%	88%
Comb	62%	77%	71%	88%

Pupils receiving Pupil Premium Grant assessment data at the end of Key Stage 1:

ARE	2025 Nat Ave	Dame Tipping ARE or Above	Dame Tipping PPG ARE +	Dame Tipping Non PPG ARE+
Reading		80%	50%	100%
Writing		73%	0%	84%
Maths		80%	50%	84%

The data demonstrates that the support outlined in our Pupil Premium Strategy ensures our pupils make good progress from their starting points.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

We will continue to focus our attention on raising the attendance of all our pupils as well as continuing with our drive to further reduce our persistent absence rate for our pupils in receipt of PPG as well as all pupils.

Interventions had a positive impact on pupils, in particular Speech and Language and phonic interventions to help close the gap for our disadvantaged pupils.

Disadvantaged pupils attended extra-curricular activities which were fully subsidised this meant they were enabled to attend sporting clubs, after school club, trips and memorable learning experiences.

Based on all the information above, the performance of our disadvantaged pupils met expectations in KS2, in KS1 there were only 2 PPG children in 2024/2025, and we are at present on course to achieve the outcomes we set out to achieve by 2025/26, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that a number of our outlined approaches have been successful as outlined in our data as well as through many other impact measures. Pupils voice demonstrates that our pupils receive a good curriculum offer with an increase in enrichment opportunities being in place since September 2023 and continuing to increase in September 2025. Pupils and parents have shared positive feedback to our increased enrichment opportunities available for all pupils. We successfully introduced an Emotional Literacy Support Assistant in 2023 and together with our Senior Mental Health Lead and our SENDCo they have supported a number of our pupils to regulate their social, emotional and mental health needs. This has supported our decrease in pupils being persistently late as they have been welcomed in to early morning snack and chat sessions; as well as supporting our pupils to access their learning through a number of interventions on offer.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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
CLPE Power of Reading	CLPE
White Rose Maths	White Rose
3D PSHE	Dimensions Curriculum
Essential Letters and Sounds	Oxford Owl
Striver PE	2Simple