



Tadcaster Primary Academy 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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Tadcaster Primary Academy
Number of pupils in school	79 pupils (Y1 -Y6)
Proportion (%) of pupil premium eligible pupils	13 (16%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26, 2026 -27, 2027 -28
Date this statement was published	December 2022
Date on which it will be reviewed	December 2025
Statement authorised by	Caroline Towler
Pupil premium lead	Caroline Towler
Governor / Trustee lead	Kerry Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,074.15
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	£23,074.15



Part A: Pupil premium strategy plan- Statement of Intent

At Tadcaster Primary Academy we aim to provide inclusive education that meets the needs of all pupils. We aspire to ensure that all children access an engaging and challenging curriculum offer.

Our goal is for all pupils, irrespective of their background or the challenges they face, to make excellent progress and achieve high attainment across the whole curriculum. High quality teaching is at the heart of our approach. Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. We encourage children to flourish through the development of positive learning attitudes that support academic success and will be key factors in their future lives. We aim for socially disadvantaged pupils to have the same enriched experiences at school but we also recognise that not all pupils who receive free school meals and that are eligible for the Pupil Premium Grant will be socially disadvantaged.

Our Pupil Premium children, along with all children, are very closely monitored through regular assessments and Pupil Progress meetings to ensure they are making good progress each year. Actions are taken quickly to address any child identified as needing additional support.

Alongside academic support, we will ensure that those pupils who have specific social, emotional and mental health needs will have access to high quality provision from appropriately trained adults. Support is specifically designed to offer children, including PPG pupils, a bespoke package in the areas which they would most benefit from, including developing resilience, behaviour support and family support. Where families need additional support our Pastoral Lead delivers one to one sessions and where necessary offers support through referrals to Early Help.

We know that every individual pupil has their own individual circumstances and so we ensure we get to know each pupil and their family in order to offer individualised support.

Pupil attendance is integral to enable all pupils to make progress. We have robust attendance procedures in place. We make sure that all pupils are in school and that any absence is followed up swiftly. Any families needing additional support are given guidance and advice to ensure that external factors have minimal impact on pupil's attendance and learning.



Demography and School Context

Tadcaster Primary Academy is a small Primary school located in a rural town situated between Leeds and York. Our children come from a mix of housing with privately owned, privately rented and social housing. The school is part of the Ebor Academy Trust family of schools. Pupils are taught in mixed age classes ranging from 23 (Reception/ Year One) to 32 (Year 2/3/4). We offer nursery provision and these pupils learn alongside our Reception and Year One children. This academic year 16% of our pupils have Pupil Premium entitlement.

Ultimate Objective

At Tadcaster Primary Academy we will aim to narrow the attainment gap between disadvantaged and non-disadvantaged pupils. We will do this by ensuring that quality first teaching and learning and assessment meets the needs of all pupils through the rigorous analysis of data. Termly pupil progress meetings will identify the outcomes of pupils in ongoing teacher assessment and Pixl assessments which will help identify and target individual pupils who need additional support to ensure they are on track to make good progress.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Our priority is for all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectations at the end of Year 6 and thus achieve GCSE's in English and Maths when they move onto High School. At Tadcaster Primary Academy we do not see children as disadvantaged or with a need we look at what barriers they have to overcome to help them overcome them. All children have to succeed.



Challenges

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

Challenge number	Detail of challenge
1	<p>Speech, Language and Communication skills</p> <p>Underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils. These are evident particularly within EYFS and Key Stage One and in many cases are more apparent among our disadvantaged pupils than their peers. Our Nursery children need support with speech, language and communication skills. Those children who have identified Speech and Language needs are often the children who do not achieve a Good level of Development at the end of their Reception year. The waiting list for speech and language has significantly increased, since the pandemic. Families do not always seek help and support from external agencies</p>
2	<p>Early Reading and Phonics</p> <p>Phonics and reading - PPG children to close the gap in comprehension skills and knowledge and to become more confident in their reading.</p> <p>23% of pupils at Tadcaster Primary Academy are on the SEND register and require additional support with both Phonics and reading.</p>
3	<p>Mental Health and Wellbeing</p> <p>Many of our pupils who are disadvantaged are in receipt of support from our Pastoral Lead. These pupils benefit from emotional and wellbeing support, and in some cases have/had involvement with social care. PP families can struggle with circumstances outside of school which impact the children and their wellbeing (low income, domestic abuse, poor housing). It is essential that we support these children to enable them to succeed.</p>
4	<p>Absence and Late attendance</p> <p>Attendance rates have a significant impact on learning outcomes. Low attendance leads to missed learning opportunities and increased gaps in knowledge and understanding. Our disadvantaged children often have lower attendance than their non-disadvantaged peers. In many cases PP children who have lower attendance are deemed as Persistent Absentees. 33% of Persistent Absentee pupils at the end of 2024-25 were Pupil Premium children. The number of Pupil premium children who are late is considerably higher. Last academic year (2024-25) 5 Pupil Premium pupils were recorded as late which was 38% of the children in receipt of PP funding.</p>



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
<p>Improved oral language skills and vocabulary.</p>	<ul style="list-style-type: none"> -Early identification of pupils with language barriers and intervention to be in place -EY Assessments indicate improved oral language skills and also vocabulary used in writing. -PP children in Early Years close the gap in achieving ELGs in comparison to non PP. -Wellcom sessions carried out regularly to facilitate quality talk opportunities -Timely Speech and Language referrals carried out with support of SENCO. SENCO to follow up and monitor interventions are being carried out - As a result By 2026 Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils.
<p>Improved attainment in early reading and Phonics.</p>	<ul style="list-style-type: none"> -PP children will achieve the phonics screener pass mark by the end of Year One and the current Year Two cohort. -Increased engagement in reading throughout school -Data tracking will show that the percentage of disadvantaged children at expected standard and above has improved in reading. Increased reading attainment evidenced by termly NTS assessments -Parent phonic sessions held in school are well attended by all including PP children. -Parents are accessing the Little Wandle support materials and children report that parents are supporting them. -Assessments show pupils are making good progress in reading -Strategies to engage pupils in reading are strong and encourage Parental engagement as well



	<p>-Data tracking will show that the percentage of disadvantaged children at expected standard and above has improved in reading</p>
<p>Improved pupil wellbeing as a result of prompt intervention.</p>	<p>-SLT and school Pastoral Lead will identify vulnerable children and support will be carried out by Pastoral Lead or class teaching team in 1:1 or small group interventions e.g. Fireworks, bereavement support, Ok to be me programmes.</p> <p>-Referrals will be carried out where support is needed for PP children eg. Early Help, IDAS, Compass Phoenix, Foodbank, Housing support</p> <p>- PSHE sessions link to specific wellbeing needs of children based on both the whole school curriculum in place and the specific needs of the cohorts and how these should be addressed for example, resilience, stamina, relationships.</p> <p>-PPG children who are on the SEND register to be appropriately monitored and supported by SENCO and class teaching teams to ensure progress is made</p>
<p>Improved attendance.</p>	<p>-Pupils to have attendance of 96% or above (Trust target 97%)</p> <p>-The percentage of all pupils who are persistently absent to be below 8%.</p> <p>- The percentage of Pupil Premium pupils who are late will fall</p> <p>-Regular communication with PPG families regarding attendance and the importance of a high rate of attendance through action plan meetings, phone calls and letter correspondence</p> <p>-Rigorous and robust procedures in place to ensure the attendance of PPG pupils is closely monitored and swift action is in place where attendance drops to close to or at Persistent Absentee level</p> <p>-All staff to be aware of attendance of who are PP children and to raise concerns where they identify any patterns of absence/lateness</p> <p>- Reduction in the number of eligible pupils who are persistently absent. Improvement in overall attendance of PPG eligible pupils and these pupils attend school on time.</p>



Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Early language support to ensure children are given opportunity to develop language skills</i></p>	<p>EEF reports that there is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may impact their school experience and learning later in their school lives. Communication and language approaches typically have a very high impact and increase young children's learning by seven months.</p> <p>EEF guidance on Communication and Language</p>	<p>1</p>
<p><i>CPD for all staff to ensure successful delivery of Little Wandle phonics programme. Resources and books to support delivery, catch up programme implemented</i></p>	<p>DfE approved programme for systematic synthetic phonics for the teaching of early reading. Teaching teams to keep to the fidelity of the programme to ensure the greatest impact and progress.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils. Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged background</p>	<p>2</p>



	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Building a positive attitude to the reading.</p> <p>EEF guidance on Phonics</p> <p>Reading Framework</p>	
<p><i>Purchase of Pixl therapies/ assessments. Training for staff to ensure assessments are interpreted and administered correctly. Time to be allocated to analyse the outcomes of these assessments.</i></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	1,2
<p><i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i></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. As well as quality teaching, additional 1-1, small group interventions are implemented to catch up on lost learning and reduce the attainment gap between disadvantaged and non disadvantaged pupils.</p>	2
<p><i>Staff CPD and Leadership</i></p>	<p>The EEF states that high quality staff CPD is essential. Studies show high quality feedback from class teachers is one of the most effective strategies for improving pupil performance. Supporting staff through lesson monitoring, Curriculum staff meetings and training days ensures that teaching and learning is of a high quality and that teachers are using the most effective approach to teaching all subject areas. Leaders allocated time on a termly basis to monitor the quality of teaching</p>	1,2,3



	<p>and learning within their areas of responsibility and to monitor the progress of PP children</p> <p>-Reading Lead to have allotted time termly to monitor phonics delivery and impact of this via assessments (one half day per half term)</p>	
--	---	--

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase and use Wellcom, communication and language tool</i>	The impact of the use of a speech and language toolkit to identify and support children with potential language difficulties is significant. Wellcom includes a screening tool that uses a traffic light system (red, amber, green) to assess a child's current language level and then provides customised intervention activities to help with their development. This toolkit is designed for use by teachers and teaching assistants without any specific specialist speech and language training.	1
<i>Purchase Reading Plus online intervention - an adaptive online intervention</i>	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Building a positive attitude to the reading alongside this will support motivation and engagement.	2

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



Budgeted cost: £6074.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Effective pastoral care and intervention</i></p>	<p>EEF research based on social and emotional learning. Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Social and Emotional Support</p>	<p>3</p>
<p><i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</i></p> <p><i>Track attendance and identify PA pupils each half term. Apply a robust systematic approach to informing parents and issuing plans and notices.</i></p> <p><i>Monitor attendance of disadvantaged pupils as a group.</i></p>	<p>Children need to access the full curriculum in order to make the best progress. EEF research shows that in primary schools less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days. Research has also shown that children who are not in school can become vulnerable. By improving attendance we improve the opportunities to learn and improve outcomes.</p> <p>DfEs Improving School Attendance</p>	<p>4</p>

Total budgeted cost: 23,074.15

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 to 2025 academic year.

Last academic year there continued to be a high priority placed on checking in with vulnerable families and targeting additional support via our Pastoral Lead. Pupil premium funding was used to provide wellbeing support for all pupils, and targeted interventions where required. Pastoral caseloads were regularly evaluated with vulnerable pupils closely supported through direct one to one intervention and specific family support where it was required.

Improved oral language skills and vocabulary.

Improved language skills and vocabulary development amongst disadvantaged pupils.

- Use of Talk Boost programme supported small groups of children in Early Years. Since September 2023 the school has been working with and delivering the Talk Boost programme. This is proving to support Early Communication through regular intervention. As of this year we are also accessing the Wellcom Speech and Language toolkit.
- Through a structured approach to story telling the children access 5 sessions each week based around a key text. The 5 sessions include: A storytelling session, a vocabulary introduction session, a decomposition session, a talk for writing session and a create our own story session.
- Talk interventions with children who would benefit from group speech intervention
- Speech and language referrals made in a timely manner and made with guidance of SENCO and Trust Lead for SEND. External professionals working with pupils to support with strategies for speech and language.

Phonics

Improved attainment in reading

Year 1 Phonics Screening Check

Out of 13 pupils 69% passed their phonics screening test. 2/9 pupils were school defined PPG pupils (FSM) of which 50% of these pupils passed the screener in June 2024.

- Training for staff has enabled consistency across the school, especially with Phonic delivery and approaches to Reading and Writing. This has impacted on the outcomes for PPG children
- 1:1 Phonic Interventions have been delivered to support the needs of the cohort including the PP child who accessed catch up sessions alongside daily phonics sessions.
- Group interventions have been delivered to support the children achieving the expected standard for the phonics screener test.



Year 2 Phonics Screening Check

- None of the Year Two pupils who had not passed the Phonics Screener in Year One were deemed as disadvantaged.

Maths and Reading

Improved attainment in Maths and Reading

- KS2 Data
KS2 data cohort = 14 pupils in total. Disadvantaged = 1 /non disadvantaged = 13

Key Stage Two Pupil Outcomes (2025)				
	All pupils (16)		Disadvantaged v Non Disadvantaged	
Subject	EXS+	GDS	Disadvantaged (EXS+) (1)	Non Disadvantaged (EXS+) (13)
Reading	100% (14/14)	57% (8/14)	100% (1/1)	100% (13/13)
Writing	86% (12/14)	7% (1/14)	100% (1/1)	85% (11/13)
Maths	86% (12/14)	7% (1/14)	100% (1/1)	85% (11/13)
GPS	93% (12/14)	29% (4/14)	100% (1/1)	85% (11/13)
RWM	71% (10/14)	0	100% (1/1)	69% (9/13)

Wellbeing

Improved pupil wellbeing as a result of prompt intervention.

PPG to access additional support and intervention in a universal and targeted way to continue to strengthen wellbeing, social skills and to maintain good progress.

- School Pastoral provision to support the school with small group targeted work and 1:1 direct work.
- Welfare of the children was closely monitored by Pastoral and Leadership teams
- Pastoral Lead supported families by attending multi agency meetings, providing emotional support and delivering 1:1 and small group interventions
- Specialist Mental Health leader is in place in school who has developed a mental health framework and curriculum.
- Pastoral Lead attended high quality training including the RETREAT and delivers bespoke interventions to PP children to improve their mental health and wellbeing.
- DSL and DDSL attended safeguarding masterclasses and CPD with the Retreat in York
- All children in Years 2-6 including Pupil Premium children (11 pupils) benefitted from the Chimp Management input that was delivered by the school's Community Champion. The specific input on the Chimp Management wellbeing curriculum provided the



children with a deeper awareness of their emotions, behaviours and reactions. Children are able to articulate in detail how their brain functions and strategies for dealing with complex feelings

Improved attendance

Attendance of pupils was rigorously monitored and any PPG children who had low attendance last year were targeted. The school attendance figure for 2024-25 was 96.25% which sat above the national average attendance figure. The school Persistent Absentee rate was 3.5% (3 pupils in total) which was significantly below the National Average of 18.7%. One of these three pupils was disadvantaged and had absence below 90% and therefore was deemed as Persistent Absentee.

Our assessments and observations, including those carried out using the termly Pixl assessments, indicated that high quality staff CPD ensured staff were appropriately trained to ensure these pupils were prioritised and supported appropriately.

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
Reading Plus	Reading Solutions
Little Wandle Letters and Sounds	Little Wandle
Wellcomm Speech and Language Toolkit	GL Assessment

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We currently have no service children on roll.
What was the impact of that spending on service pupil premium eligible pupils?	NA