



THIS IS A NEW STRATEGY FOLLOWING A CHANGE OF ALL SENIOR LEADERS, THEREFORE THERE IS NO REVIEW OF PREVIOUS YEAR.

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	Tivetshall Primary School
Number of pupils in school	19
Proportion (%) of pupil premium eligible pupils	11/19 57.89%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Karen Millar
Pupil premium lead	Tom Henry
Trustee lead	Roger Margand

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,635
Recovery premium funding allocation this academic year	0
National Tutoring Programme 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	£13,635

Part A: Pupil premium strategy plan

Statement of intent

At Tivetshall Primary School, the attainment and progress of children from disadvantaged backgrounds is a priority. Our vision: to provide a world-class education locally, enabling every child to flourish

We strive to ensure that all children are provided with opportunities to have the best possible start to school life, working hard to prevent attainment gaps from growing and striving to close them between disadvantaged pupils and their peers. Our strategy works towards a three-tiered approach that balances approaches to improve quality first teaching, targeted academic support and wider strategies. We also recognise that in order to succeed pupil premium underpins whole school improvement strategies.

At Tivetshall Primary School, we ensure that practice is based on research which identify the best possible CPD, interventions and support to ensure pupil progress.

In deciding how to use our Pupil Premium Grant, we have drawn upon the following evidence- based sources of information:

- The Rose Review (2006)
- The EEF Guide to Pupil Premium
- Supporting the attainment of disadvantaged pupils
- DFE Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report March 2017
- The EEF Moving Forward, Making a Difference
- Education Endowment Foundation Teaching and Learning Toolkit
- Our professional experience of what works best
- Our knowledge of our school's context

Challenges

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

Challenge number	Detail of challenge
1	Some PP premium children have low prior attainment. Assessments and external data show a gap in the attainment of reading, writing and maths at the end of KS1 and KS2 exists between our disadvantaged and non-disadvantaged.
2	Weaknesses in learning behaviours, e.g. lack of independence or resilience.
3	Attendance is a barrier to learning for some pupil premium pupils.
4	Narrow vocabulary and oracy. Limited access to high quality reading material outside of school.
5	Cost of living crisis can have an impact on appropriate clothing and equipment for school.
6	Lack of access to enrichment opportunities

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
Priority 1 – Good progress (Teaching)	<p>All pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to narrow the gap.</p> <p>Average progress score in reading and maths for our disadvantaged pupils in line with expected.</p> <p>Gap in writing outcomes for disadvantaged pupils is narrowed compared with non-disadvantaged.</p>
Priority 2 – Improve learning behaviours (Wider strategies)	Improvements in the learning behaviours of targeted pupil premium children are evident through pupil voice, reduction in negative behaviour events recorded and staff feedback.
Priority 3- Improve attendance (Wider strategies)	<p>Improve attendance of all pupils (particularly of disadvantaged pupils and those causing concern) so overall school attendance is 96% or greater.</p> <p>Further improve engagement between parents and school to support with their child's attendance.</p> <p>Biweekly newsletter to show class attendance and impact of future life chances and academic achievement.</p>
Priority 4 – Improve vocabulary and oracy skills (Teaching)	<p>In EYFS 80% of all children meet the expected standard in 'Speaking' & 'Listening, Attention and Understanding'.</p> <p>Assessments and observations show improved oral language among disadvantaged pupils. This will be seen through engagement in lessons, book looks, lesson observations and external QA.</p>
Priority 5 -Cost of living crisis can have an impact on appropriate clothing and equipment for school. (Wider strategies)	Families are supported with appropriate clothing, resources and equipment so their children can fully access school and the enrichment opportunities available.

Priority 6- Lack of access to enrichment opportunities. (Wider strategies)	All pupil premium children to have had access to one or more enrichment opportunities across the school year. This could include funded trips, breakfast club or after school club.
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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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all staff (including new staff appointed in September 2025) have received training to deliver the Little Wandle Revised Letters and Sounds phonics scheme effectively to improve GPC and reading fluency of 90-95%.</p> <p>Purchase new LW resources and more reading books to ensure that all children are able to take home 1 or 2 books a week for home reading.</p> <p>Parent workshops on Phonics and early Reading.</p>	<p>The Rose Review (2006) states teaching synthetic systematic phonics is the most effective method to teach children to read.</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF</p>	1,4
<p>Teacher release to observe good practice in other primary schools as identified from staff survey.</p> <p>Teacher release to moderate writing outcomes at least once each half term with writing leader.</p>	<p>The British Council's resource on peer observation explains that:</p> <p>"Peer observation gives teachers an opportunity to learn from each other in a non-threatening environment." It fosters constructive feedback, shared reflection, and the dissemination of good practice across institutions.</p> <p>KS2 Assessment statutory guidance- External moderation ensures accuracy and consistency in writing judgments</p>	1, 4
Regular high-quality CPD for all staff members to support academically able disadvantaged pupils.	Continuing to develop high quality teaching, assessment and a curriculum which responds to the needs of all pupils.	1, 2, 4

<p>Purchase Numbersense resources and ensure all staff receive training to ensure improved fluency and number knowledge.</p>	<p>NCETM describe fluency as “The key to unlocking the door for some pupils, relieving cognitive load in order to focus more readily on concepts.”</p> <p>With a clear focus on fluency we believe we will be able to improve children’s overall math knowledge and confidence.</p>	<p>1</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To plan and deliver high quality intervention support for disadvantaged pupils in Reading, Writing and Maths</p>	<p>Small group intervention (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. (+5 months gain EEF) EEF Teaching and Learning Toolkit: one to one tuition (30th August 2018)</p> <p>Teaching Assistants accessing relevant CPD to upskill, supporting effective delivery of interventions in English and Maths, including attendance at DfE Primary TA CPD programme from Sep 2024 -March 2025</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support especially those in Year 2 who failed to meet the requirement in Year 1 phonic screen.</p> <p>Continue with targeted speech and language intervention within EYFS to improve language and early literacy skills.</p> <p>Additional TTRS sessions targeted at disadvantaged pupils for those who are looking likely to not meet MTC. Precision teaching for disadvantaged pupils who require further support to make expected progress at end of KS2 in core subjects.</p> <p>Booster sessions after and before school for Y6 in</p>	1,2,4
<p>Interventions to take place in Phonics, Reading, Spelling, Maths.</p>	<p>High quality structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils.</p> <p>EEF (2018) suggests there is evidence that early literacy programmes that include activities related to phonemic awareness and phonics skills lead to better literacy outcomes than programmes without these components.</p>	1,2,4

Encourage wider reading	<p>Enhance the current reading provision within school to encourage a love of reading, including developing reading environments that enable willing, avid and thoughtful readers.</p> <p>Parent open mornings to support understanding of phonics and early reading.</p> <p>Stay and read session introduced In Spring and Summer term - parents invited in at the start of the day for 15-20 mins to read with their children.</p> <p>Introduce incentives for whole school including weekly raffle- if children read 4 times a week, they enter a raffle to win a brand-new book of their choice.</p>	1,4
Purchase of an oracy program to improve listening and vocabulary skills for disadvantaged pupils	<p>Purchase of 'Fred Talk'</p> <p>Oral language interventions can have a positive impact on pupil language skills. Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,4

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

Budgeted cost: £1635

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for families	<p>Behaviour Support Service to provide training and support, for staff and parents, to help children with controlling their difficult behaviour.</p> <p>Uniform items provided for pupils where a need is identified – including PE kit and school shoes. Where necessary, help families financially to ensure they can get their children to school (transportation).</p> <p>Safeguarding (including online), English, Maths, mental health and wellbeing training sessions provided to specifically address parental need.</p> <p>A parent's role in a child's life has far reaching impact. Parental involvement is extremely important and Studies continue to indicate that a parent's role in children's learning is critical to their academic achievement. Getting them on board and supporting them, as necessary, is key to overcoming some of the potential barriers</p>	3, 5,6
Subsidised breakfast and after school club to be offered.	<p>Promote healthy lifestyles and exploration of food to increase variety of diets. Increase opportunities for meaningful communication led by pupil needs/ wants/ motivators through school council.</p> <p>DFE Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report March 2017 Schools reported improvements in punctuality for some pupils and targeted persistent latecomers to attend the breakfast club</p> <p>Schools generally reported perceived improvements in concentration and in behaviour from pupils attending breakfast clubs.</p> <p>Some special schools reported that breakfast clubs support learning and helped pupils to adapt to changes in their routine</p>	3,5

<p>To improve attendance, particularly of disadvantaged pupils and those causing concern.</p>	<p>Head of School to address any issues of poor attendance and punctuality. The lead will also be on hand to offer advice and support to identified families on behalf of the school and support with emotional health and wellbeing.</p> <p>Encourage improved attendance of pupils by praising and rewarding good attendance through certificates, badges and vouchers</p> <p>UCL Institute of Education review—published for the National Education Union—found that pupils who feel a strong sense of belonging in school tend to be happier, more confident, and perform better academically. Moreover, belonging is associated with increased motivation, improved academic outcomes, reduced absenteeism, and positive effects on staff wellbeing.</p>	<p>3</p>
<p>Supporting children to manage their own emotions and mental health.</p>	<p>TAs to engage in appropriate CPD e.g. ELSA, Thrive and Lego therapy to deliver interventions which support pupils regulating emotions.</p> <p>All staff attend zones of regulation training whole school approach disseminated.</p> <p>Parent training for zones of regulation.</p> <p>Mindfulness/ yoga training</p>	<p>1, 2</p>
<p>Children will be given opportunities to enhance their learning through school trips, extracurricular activities and outdoor learning</p>	<p>Subsidised trips, visitors and theatre visits/visitors to support curriculum delivery and enhance learning opportunities.</p> <p>Broaden life experiences and opportunities through attendance at a range of clubs. The money will be used to provide resources, rewards, transport etc. as required.</p> <p>Children often learn best through action rather than instruction that's why first-hand experiences are so vital to early development. Children thrive on the exploration and discovery that shapes their knowledge and understanding of how and why things work – it encourages critical thinking, teamwork, and problem-solving skills.</p>	<p>5, 6</p>

Part B: Review of outcomes in the previous academic year

Intended outcome	Success criteria
1.	
2. .	



