Pupil premium strategy statement for 2026-2028

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 over the next two academic years and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2026-28
Date this statement was published	November 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Joe Hartshorn (Headteacher)
Pupil premium lead	Joe Hartshorn
Governor lead	Sarah Marshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,050
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£17,050

Part A: Pupil premium strategy plan

Statement of intent

At Tardebigge CE First School, we are committed to making sure that **all** pupils, irrespective of their background or the challenges they face, ***grow and shine, spiritually, personally and academically*** as per our School Vision. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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

At Tardebigge, we believe that high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Research from the EEF (Education Endowment Foundation) has proven that 'Quality First Teaching' does 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.

At Tardebigge, our approach will be responsive to common challenges and individual needs, rooted in assessments, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel spiritually, personally and academically.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are 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
- maintain our commitment to 'quality first teaching'
- ensure all pupils have a positive attitude to learning.

Challenges

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

Challenge number	Detail of challenge
1	Speech, Language and Communication Needs impacting pupils' ability to access learning, communicate effectively and achieve expected outcomes.
2	Limited access to enrichment and wider opportunities compared to peers, affecting cultural capital, aspirations and engagement.
3	Attendance and punctuality concerns reducing learning time and impacting academic progress.
4	Social, Emotional and Mental Health (SEMH) needs affecting engagement, self-regulation and readiness to learn.
5	High levels of additional academic need for one pupil while statutory assessment processes are ongoing.

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
Disadvantaged pupils with Speech, Language and Communication Needs are supported to overcome communication barriers, enabling them to access learning successfully and make expected progress.	Target pupils make measurable progress against identified Speech and Language targets. Teachers report increased participation, confidence and independence in verbal communication and classroom learning.
Disadvantaged pupils have equitable access to enrichment opportunities and wider experiences, enabling them to develop cultural capital, raise aspirations and engage fully in school life.	Disadvantaged pupils participate in educational visits, clubs, music tuition and enrichment activities at rates comparable to their peers. Pupils demonstrate increased confidence, engagement and readiness to learn, evidenced through pupil voice, participation data and teacher observations.
Disadvantaged pupils attend school regularly and on time, maximising their access to learning and enabling	Attendance of disadvantaged pupils is maintained above national averages and persistent absence is reduced.

them to make strong academic progress.	Disadvantaged pupils attend school punctually and are able to access the full curriculum and learning opportunities available.
Disadvantaged pupils with SEMH needs are supported to develop positive wellbeing, self-regulation and resilience, enabling them to engage successfully with learning and school life.	Identified pupils demonstrate improved self-regulation, emotional wellbeing and engagement in learning. Pupils are able to access learning more consistently, resulting in improved participation, behaviour and progress.
The identified disadvantaged pupil receives the tailored support required to access learning successfully, make progress from their starting point and participate fully in school life.	The pupil demonstrates sustained progress against individual learning targets and identified areas of need. The pupil is able to access the curriculum successfully, showing increased engagement, independence and participation in learning.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Half-termly 'reading for pleasure book' for five of our disadvantaged children (£250)	Research from the Education Endowment Foundation (EEF) identifies *reading for pleasure* as a high-impact strategy that improves children's vocabulary, comprehension and overall attainment — particularly for disadvantaged pupils who often have fewer literacy experiences outside school. National evidence also shows that children who regularly read high-quality texts at home make significantly faster progress in reading and writing. Providing our disadvantaged pupils with a carefully chosen book each half term helps to increase reading volume, build positive reading habits, and strengthen family engagement, which are all proven to narrow the literacy gap over time.	2,4,5

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

Budgeted cost: £10,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language interventions delivered by trained teaching assistants. (£950)	Effective oral language interventions support the development of speaking, listening and communication skills, helping pupils to access learning more successfully across the curriculum. Research suggests that these approaches can lead to approximately six months' additional progress, with particularly positive outcomes for pupils with identified Speech and Language needs.	1
Additional 1:1 adult support for disadvantaged pupils with significant learning needs, enabling access to learning, targeted intervention and curriculum participation. (£9,260)	Targeted adult support helps pupils with significant learning needs access learning, participate fully in classroom activities and receive tailored intervention to address specific barriers. When carefully planned and delivered alongside high-quality teaching, such support can improve engagement, confidence and academic progress.	4,5

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

Budgeted cost: £6,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted attendance monitoring and engagement led by senior leaders,	Regular attendance is strongly linked to improved attainment. Effective attendance strategies, including early intervention, family engagement and personalised	3

including attendance reviews, meetings with families, correspondence and liaison with external agencies where appropriate. (£550)	support, help reduce persistent absence and maximise pupils' access to learning. Research also suggests that parental engagement approaches can lead to approximately four months' additional progress.	
'TalkAbout' intervention group to develop social communication, emotional literacy and positive relationships. (£590)	Effective social and emotional learning approaches help pupils develop self-awareness, self-regulation, communication skills and positive relationships. Research suggests that these approaches can lead to approximately four months' additional progress, while also improving behaviour, wellbeing and engagement with learning.	1, 4
Lunch-time Food Tasting Club to promote social interaction, confidence and engagement in school life. (£590)	A strong sense of belonging and positive relationships are associated with improved wellbeing, engagement and attendance. Structured opportunities for social interaction help pupils develop confidence, communication skills and social awareness, supporting their participation in learning and wider school life.	1, 2, 4
Extra-curricular activities: all three school trips funded each year (£660)	There is a lot of evidence which proves the impact of school trips goes beyond just the academic / declarative knowledge but that for our disadvantaged children these trips are vital for developing them social, emotional and mental well-being. They also help develop them personally which forms part of our school vision. Enabling them to attend these trips is paramount to their development here.	2
Extra-curricular activities: one music lesson per week (£2,185)	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.	2
Extended school time: one after-school club per week. (£2,015 for the	According to research, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months' progress. Improved outcomes	2

clubs based on 80% uptake)	have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. The average impact of engaging in physical activity approaches is about an additional one month's progress over the course of a year. Participating in sports and physical activity is likely to have wider health and social benefits. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.	

Total budgeted cost: £17,050

Part B: Review of the previous academic year

Impact for 2025-26 for our disadvantaged pupils

Social and Communication

Children participating in the Talk-about intervention group demonstrated increased confidence in initiating and maintaining conversations with peers during class and unstructured playtimes. Teachers have seen a noticeable improvement in the ability of some of the group members to contribute ideas and ask questions during whole-class discussions. The group encouraged collaboration and empathy, resulting in stronger friendships and a more inclusive atmosphere across the classroom.

SEMH

Children needing support with social and emotional issues receiving support from the TA showed improvement in managing their emotions, resulting in fewer classroom disruptions. With the TA's guidance, pupils developed healthier peer relationships, showing greater empathy and cooperation during group activities. Children displayed more consistent positive behaviours, such as taking turns and resolving conflicts calmly, after working with the TA.

Wider opportunities

55% of our PPG pupils accessed after-school clubs for free. 44% accessed free music lessons. Providing free music lessons boosted the confidence for some of our Pupil Premium children, especially when showcasing their skills during whole-school assemblies. Performing in front of peers developed their sense of achievement, strengthening their connection to the school community.

Phonics/Early Reading

88% of our Pupil Premium children who have taken the Phonics Screen Check in the past three years have passed it at the end of Year 1. All Pupil Premium children have passed their Phonics Screen Check by the end of Year 2.

71% of our Pupil Premium children (in Y1-Y4) are currently working at or above the expected standard in reading.