

Pupil premium strategy statement – Tilston Parochial CE Primary Academy 2026-2027

School overview

Detail	Data
Number of pupils in school	119
Proportion (%) of pupil premium eligible pupils	6.7% (8 children)
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)	2025/6-2026/7
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Kelsey Mort
Pupil premium lead	Kelsey Mort
Governor / Trustee lead	Su Tedham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,130
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£13,130

Part A: Pupil premium strategy plan

Statement of intent

- At **Tilston Parochial CE Primary Academy**, we have high aspirations for every child. Rooted in our Christian vision, “Encourage one another and build each other up” (1 Thessalonians 5:11), we are committed to ensuring that all pupils are supported, encouraged and challenged to achieve their full potential.
- We believe that a child’s background should never be a barrier to their achievement, wellbeing or future opportunities. We recognise that pupils eligible for Pupil Premium funding may experience a range of barriers to learning and participation. These barriers are not the same for every child and, therefore, our approach is based on knowing our pupils and families well and responding to their individual needs.
- High-quality teaching is at the heart of our Pupil Premium strategy. We prioritise consistently strong classroom practice, appropriate challenge and timely identification of gaps in learning. This benefits all pupils while having the greatest impact on those who are disadvantaged.
- Our approach is informed by assessment, professional knowledge and our understanding of each individual child rather than assumptions about disadvantage. We aim to identify needs early and put appropriate support in place so that pupils can make strong progress academically, socially and emotionally.
- To achieve this, we will:
- maintain high expectations for all pupils and ensure disadvantaged pupils are appropriately supported and challenged;
- identify barriers to learning, attendance and participation at the earliest opportunity and intervene promptly;
- use assessment effectively to identify gaps in knowledge and understanding and provide targeted support;
- work closely with parents and carers to ensure a joined-up approach to supporting children;
- ensure all staff take collective responsibility for the progress, attainment and wellbeing of disadvantaged pupils;
- closely monitor the attendance, attainment, progress and wider participation of disadvantaged pupils; and
- provide access to a broad, balanced and enriching curriculum so that financial circumstances do not prevent pupils from taking part in the wider life of our school.

Wider opportunities and support

- At Tilston, we recognise that educational success extends beyond academic attainment. We want all children to develop confidence, resilience, positive relationships and a broad range of experiences that help prepare them for their next steps and later life.
- Depending upon individual need, Pupil Premium funding may therefore be used to provide or contribute towards:
- additional 1:1 or small-group teaching and intervention to address identified gaps in learning;
- targeted support in areas such as reading, writing, phonics, mathematics and wider curriculum learning;
- wellbeing, nurture and pastoral support;
- additional teaching assistant support where this addresses an identified need;
- educational visits, enrichment activities and residential experiences;
- opportunities to participate in sporting events, competitions, clubs and other activities beyond the classroom;
- subsidised wraparound care where this supports attendance, punctuality or an identified family need;
- additional resources and technology to support learning;
- staff training and professional development to strengthen the quality of teaching and targeted intervention;
- support to improve attendance and remove identified barriers to regular attendance;
- school uniform or other essential resources where appropriate; and
- access to after-school clubs, music, sport, outdoor learning and other enrichment opportunities based upon pupils' interests and needs.
- Our aim is not simply to provide additional activities, but to ensure that the support we provide has a clear purpose and a positive impact. We monitor the effectiveness of our provision and adapt it where necessary.
- We are committed to ensuring that disadvantaged pupils are fully included in the life of Tilston and have equitable access to the experiences and opportunities available to their peers. We champion high expectations for all, while recognising that some pupils may require additional support or different approaches to achieve their potential.
- This statement details Tilston Parochial CE Primary Academy's use of Pupil Premium funding to improve educational outcomes for disadvantaged pupils. It outlines the challenges we have identified, our intended outcomes, how funding will be used during the academic year and the impact of our strategy on disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Communication, language and vocabulary: Assessment on entry, ongoing teacher assessment and observations indicate that some disadvantaged pupils have less well-developed oral language, communication and vocabulary skills. Where identified, this can affect pupils' ability to access the curriculum, particularly in the early years and KS1, and can subsequently influence reading and writing development.
2	Attainment and progress: Assessment and monitoring indicate that some disadvantaged pupils have lower starting points or gaps in learning compared with their peers. Although pupils make progress from their individual starting points, there remains a need to identify gaps promptly and provide high-quality teaching and targeted early intervention to accelerate progress and reduce differences in attainment.
3	Attendance and punctuality: Whole-school attendance at Tilston is strong; however, monitoring shows that attendance for some disadvantaged pupils can be lower than for their peers. Periods of absence can have a disproportionate impact on pupils with existing gaps in learning. We therefore continue to monitor disadvantaged pupils' attendance closely, identify individual barriers and work proactively with families to promote regular attendance and punctuality.
4	Social, emotional and mental health and wellbeing: Assessment, observation and pastoral monitoring indicate that some disadvantaged pupils require additional support with their social and emotional wellbeing, including confidence, resilience, self-esteem and emotional regulation. These needs can affect engagement with learning, relationships and readiness to learn. Targeted pastoral and wellbeing support is provided according to individual need.
5	Access to enrichment and wider opportunities: Monitoring of participation indicates that financial circumstances and other barriers can affect some disadvantaged pupils' access to wider opportunities, including educational visits, residentials, clubs, sport, music and other enrichment activities. We are committed to ensuring that disadvantaged pupils are able to participate fully in the wider life of the school and benefit from a broad range of experiences that develop confidence, aspiration and cultural capital.

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
Improve communication, language and vocabulary for disadvantaged pupils.	Assessments and teacher observations demonstrate improved communication, language and vocabulary for identified disadvantaged pupils, particularly within EYFS and KS1. • Pupils demonstrate increasing confidence in speaking, listening and communicating their ideas. • Disadvantaged pupils are able to understand and use the key vocabulary required to access their learning across the curriculum. • Early identification and targeted language support enable pupils to make strong progress from their individual starting points.
Improve reading attainment and progress for disadvantaged pupils.	The majority of disadvantaged pupils without identified SEND achieve the expected standard in reading by the end of EYFS, KS1 and KS2. • Disadvantaged pupils make strong progress from their individual starting points. • The majority of disadvantaged pupils without identified SEND meet the expected standard in the Year 1 Phonics Screening Check. • Assessment and monitoring demonstrate that identified gaps in phonics, fluency, vocabulary and comprehension are identified early and addressed effectively. • Higher-attaining disadvantaged pupils are appropriately challenged and supported to achieve greater depth/higher standard where appropriate.
Improve attainment and progress in writing and mathematics for disadvantaged pupils. measurable impact.	• Disadvantaged pupils with the potential to achieve greater depth/higher standard are identified, challenged and supported appropriately. The majority of disadvantaged pupils without identified SEND achieve the expected standard in writing and mathematics at the end of their relevant key stage. • Assessment information demonstrates strong progress from individual starting points and a reduction in identified gaps between disadvantaged pupils and their peers.

	• Targeted intervention is timely, focused on clearly identified needs and demonstrates
Ensure attendance and punctuality for disadvantaged pupils remain high and differences between disadvantaged and non-disadvantaged pupils are reduced.	Attendance of disadvantaged pupils remains high and moves towards being in line with that of their non-disadvantaged peers. • Individual attendance concerns are identified promptly and appropriate action is taken. • Persistent and severe absence amongst disadvantaged pupils is closely monitored and reduced wherever possible. • School works proactively and positively with families, the Trust and external agencies where additional attendance support is required. • Improvements are sustained so that additional support can be reduced appropriately.
Ensure the social, emotional and mental health needs of disadvantaged pupils are identified and effectively supported so that pupils are ready to learn.	Pupils requiring additional SEMH or pastoral support are identified promptly and receive appropriate intervention. • Pupil voice demonstrates that disadvantaged pupils feel safe, supported and able to identify trusted adults in school. • Observations and monitoring demonstrate positive engagement in learning and school life. • The impact of wellbeing and nurture interventions is monitored and reviewed. • Where needs cannot be met through school-based provision, appropriate referrals to specialist services are made in a timely manner.
Increase disadvantaged pupils' participation in enrichment and wider opportunities.	Disadvantaged pupils have equitable access to educational visits, residentials, clubs, sport, music, outdoor learning, leadership and other enrichment opportunities. • Participation is monitored termly to identify any pupils or groups who are under-represented. • Financial barriers do not prevent disadvantaged pupils from participating in key school experiences.

	• Pupil voice demonstrates that pupils value these opportunities and can identify how they have supported their confidence, interests, skills and wider development. • The impact of enrichment provision is evaluated and used to inform future provision.
Strengthen parental engagement and partnership with disadvantaged families.	Parents and carers feel confident approaching school for advice and support. • Families are provided with appropriate information and opportunities to support learning at home. • School maintains positive and constructive relationships with families where additional support is required. • Where families experience significant challenges, school works collaboratively with the Trust and appropriate external agencies to provide or signpost timely support. • Parent engagement and feedback contribute to the review of support provided for disadvantaged pupils.

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: £3,130.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain a strong focus on high-quality teaching for disadvantaged pupils, supported by targeted CPD, monitoring and coaching. Staff will use assessment effectively to identify gaps, adapt teaching and provide appropriate challenge and support.	High-quality teaching is the most important school-level approach to improving outcomes for disadvantaged pupils. The EEF recommends that Pupil Premium strategies prioritise developing high-quality teaching, including professional development, effective feedback and appropriate use of assessment.	1, 2
Continue to strengthen the teaching of early reading and phonics, ensuring that all relevant staff receive appropriate training and ongoing CPD. Regular assessment will identify pupils at risk of falling behind so that additional support can be provided quickly.	The EEF identifies phonics as having a positive impact on early reading, particularly when teaching is systematic and matched to pupils' current level of knowledge. DfE guidance also emphasises a systematic approach to the teaching of early reading and phonics.	1, 2
Develop communication, language and vocabulary across EYFS and KS1, with early identification of pupils requiring additional support and targeted language intervention where appropriate.	The EEF identifies oral language interventions as a high-impact approach. Approaches that explicitly develop spoken language, vocabulary, questioning and purposeful classroom discussion can support pupils' literacy and wider learning.	1

Embed Pathways to Read across KS2, with a particular focus on vocabulary development, inference, comprehension, questioning and early identification of pupils requiring additional reading support.	EEF literacy guidance recommends explicit teaching of reading comprehension strategies, including activating prior knowledge, prediction, questioning, clarifying and summarising. Developing pupils' vocabulary and understanding of language is also an important component of effective reading instruction.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise educational visits, residential visits and wider curriculum experiences for disadvantaged pupils. Pupil Premium funding may be used to reduce costs and ensure that financial circumstances do not prevent pupils from participating.	Wider educational experiences can support pupils' personal development, confidence, relationships and engagement with school. Providing equitable access ensures disadvantaged pupils can benefit from the same broad range of experiences as their peers and supports the development of cultural capital.	2, 4, 5
Increase access to enrichment opportunities, including after-school clubs, sport, music, outdoor learning, leadership opportunities, competitions and school events. Participation of disadvantaged pupils will be monitored termly as part of the school's enrichment strategy.	A broad and balanced curriculum extends beyond academic lessons. Enrichment can support pupils' confidence, wellbeing, relationships, interests and sense of belonging. Monitoring participation allows the school to identify and address barriers experienced by disadvantaged pupils.	4, 5

Provide financial support towards clubs and enrichment activities where cost may otherwise prevent participation.	Removing financial barriers supports equality of access and enables disadvantaged pupils to participate fully in the wider life of the school alongside their peers.	4, 5
Support disadvantaged pupils to participate fully in sport, including sporting fixtures, competitions, tournaments and swimming where appropriate.	Physical activity and participation in sport can contribute positively to pupils' physical health, wellbeing, confidence, teamwork and sense of belonging.	4, 5
Provide targeted pastoral, wellbeing and nurture support for identified disadvantaged pupils. Provision will be responsive to individual need and may include 1:1 or small-group support, wellbeing interventions and support with confidence, resilience, relationships and emotional regulation.	EEF guidance recognises the importance of addressing pupils' social, emotional and behavioural needs alongside academic support. Effective social and emotional learning approaches can support pupils' engagement with learning and relationships.	4
Access specialist support for pupils where needs cannot be fully met through school-based provision, including appropriate external services and Trust support.	Early identification and timely access to appropriate specialist support can help address barriers that affect pupils' wellbeing, engagement and ability to access learning.	4
Maintain a strong focus on disadvantaged pupils' attendance and punctuality, with regular monitoring and early identification of emerging concerns.	DfE attendance guidance emphasises a whole-school culture of high attendance, using attendance information to identify patterns, understanding individual barriers and working effectively with pupils and families to improve attendance.	3

Provide bespoke attendance support where required, including regular communication with parents and carers, individual attendance plans and meetings, and support from the Trust Attendance Officer or other appropriate services.	Working collaboratively with families to understand and address barriers is central to improving attendance. Early intervention can prevent patterns of absence becoming established and reduce the impact of absence on learning.	3
Strengthen parental engagement and partnership with disadvantaged families, including curriculum information, parent workshops, regular communication and individual support where required.	EEF evidence indicates that parental engagement can have a positive impact on pupils' learning. Approaches are most effective when communication is personalised, positive and clearly linked to pupils' learning and development.	1, 2, 3, 4
Provide support with school uniform and essential school resources where an identified financial barrier exists.	DfE guidance emphasises the importance of keeping the cost of school uniform reasonable and ensuring that uniform requirements do not create unnecessary financial barriers for families. Providing targeted support can help pupils participate fully and feel part of the school community.	4, 5
Support access to wraparound care where an identified need or barrier exists, particularly where this contributes to improved attendance, punctuality, family support or pupil wellbeing.	Targeted practical support can help address individual barriers to attendance and participation. Decisions will be based upon identified pupil and family need and reviewed for impact.	3, 4
Monitor the participation and experiences of disadvantaged pupils through pupil voice and the whole-school enrichment register. Participation will be	Systematic monitoring enables the school to evaluate whether disadvantaged pupils are accessing the wider curriculum equitably and whether provision is having the intended impact on engagement, confidence and personal development.	

reviewed termly to identify any gaps or under-representation and inform future provision.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised access to after-school clubs, educational visits, residential, swimming, sporting events, music and other enrichment opportunities. Financial support will be provided where required to ensure disadvantaged pupils are not prevented from participating because of cost. Participation will be monitored through the school's enrichment register.	Providing a broad range of experiences supports pupils' personal development, confidence, wellbeing and cultural capital. Removing financial barriers helps ensure disadvantaged pupils have equitable access to the wider curriculum and opportunities available to their peers.	2, 4, 5
Targeted attendance support, including regular monitoring of disadvantaged pupils' attendance and punctuality, early identification of concerns and support from school and the Trust Attendance Officer where required.	DfE Working Together to Improve School Attendance guidance emphasises establishing a culture of high attendance, using attendance data effectively, identifying barriers early and working collaboratively with families to secure improvement.	3

Bespoke support for pupils and families where attendance is a concern. This may include regular parent meetings, individual attendance targets and plans, daily/weekly monitoring and involvement of the Trust Attendance Officer or other services where appropriate.	Evidence and DfE guidance support early, individualised approaches which seek to understand and address the specific barriers affecting attendance. Positive parental engagement is an important part of securing sustained improvements.	3
Targeted wellbeing, nurture and SEMH support for disadvantaged pupils where an individual need has been identified. This may include 1:1 or small-group interventions, emotional literacy, nurture, wellbeing and support from external professionals where appropriate.	Evidence indicates that supporting pupils' social and emotional development can have a positive impact on wellbeing, relationships, behaviour and engagement with learning. Support will be matched to individual need and its impact regularly reviewed.	4
Financial support with school uniform and essential resources where an identified need exists.	DfE guidance recognises that the cost of school uniform should not become a barrier to pupils attending and participating fully in school. Targeted support can help remove practical barriers and promote inclusion and belonging.	3, 4, 5
Strengthen parental engagement, including regular communication, curriculum workshops, opportunities for parents to understand how learning is taught in school and individual support for families where required.	EEF evidence identifies parental engagement as having a positive impact on pupils' learning. Effective approaches focus on positive, personalised communication and provide practical strategies that enable parents to support learning at home.	1, 2, 3, 4

Monitor disadvantaged pupils' participation in enrichment and wider school life. A whole-school enrichment register and termly participation analysis will identify any disadvantaged pupils who are under-represented. Pupil voice will be used to evaluate the quality and impact of opportunities.	Monitoring participation enables school leaders to identify barriers to engagement rather than assuming that opportunities are equally accessible. This supports responsive provision and ensures disadvantaged pupils benefit from the school's broad enrichment offer.	
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Total budgeted cost: £13,130.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During 2025–2026, we continued to prioritise high-quality teaching, early identification of need and targeted intervention alongside wider support for attendance, wellbeing and enrichment. Due to the small number of disadvantaged pupils within individual cohorts at Tilston, outcomes are evaluated carefully at an individual pupil level as well as through whole-school and group data.

Reading and phonics

Early reading and phonics remained a priority. Staff continued to develop consistent approaches to the teaching of phonics and early reading, with assessment used to identify pupils requiring additional support.

Whole-school outcomes were strong. 90% of Year 1 pupils achieved the expected standard in the Phonics Screening Check, compared with approximately 82% nationally. At KS1, 93% achieved the expected standard in reading and 43% achieved greater depth, compared with 70% and 18% nationally respectively.

At KS2, following the marking review, 75% of pupils achieved the expected standard in reading, in line with the national figure, while 44% achieved the higher standard compared with 31% nationally. This demonstrates particular strength in higher-level reading. Analysis of individual disadvantaged pupils continues to inform targeted support and intervention.

Communication, language and vocabulary

Communication and vocabulary development continued to be supported through high-quality classroom teaching and targeted provision according to individual need. Early identification within EYFS and KS1 enabled staff to provide additional support where required.

Assessment and teacher observation demonstrated progress for pupils receiving targeted support. Developing vocabulary remains a priority, particularly to ensure pupils can confidently access increasingly complex texts and the wider curriculum.

Writing

Targeted classroom support and intervention contributed to strong whole-school writing outcomes. At KS1, 86% of pupils achieved the expected standard in writing. At KS2, 94% achieved the expected standard, compared with approximately 73% nationally.

However, no pupils achieved greater depth in writing at either KS1 or KS2. Increasing challenge and supporting pupils, including disadvantaged pupils with the potential to achieve greater depth, is therefore a key priority for 2026–2027.

Mathematics

Assessment and targeted intervention were used to identify and address gaps in mathematical knowledge and fluency.

Analysis of the Year 4 Multiplication Tables Check identified multiplication fluency as an area requiring further development. The cohort achieved an average score of 18.2, compared with approximately 21.6 nationally, and 13% achieved full marks, compared with approximately 44% nationally.

Consequently, mathematical fluency and multiplication facts remain an area of focus for 2026–2027, with early identification and targeted support for pupils, including disadvantaged pupils, who are at risk of falling behind.

Targeted intervention and additional support

Teaching assistants and teachers provided targeted 1:1 and small-group support based on assessment and identified pupil need. Provision focused on addressing specific gaps rather than providing intervention solely on the basis of Pupil Premium eligibility.

The impact of interventions was reviewed through ongoing assessment and pupil progress monitoring. This approach will continue, with an increased emphasis on ensuring interventions are time-limited, have clearly defined intended outcomes and demonstrate measurable impact.

Attendance

Attendance remained a strength at Tilston during 2025–2026. Whole-school attendance was approximately 97%, above the national figure of approximately 94.7%.

Attendance for disadvantaged pupils was 95.8%. Although this remained above the national whole-school figure, it was lower than the attendance of some other pupil groups within school. Individual attendance patterns were monitored and families were supported where concerns were identified.

Attendance will therefore remain a priority during 2026–2027. Our aim is to maintain strong whole-school attendance while reducing differences between disadvantaged pupils and their peers through early identification and positive, proactive work with families.

Social, emotional and mental health and wellbeing

Pastoral and wellbeing support was provided according to individual pupil need. Staff worked closely with pupils and families to identify barriers to engagement and provide appropriate support.

Provision included opportunities for pupils to develop confidence, resilience, positive relationships and emotional regulation. Where additional or specialist support was required, school worked with families and appropriate external professionals.

We will continue to evaluate the impact of wellbeing provision during 2026–2027 through pupil voice, observations and individual progress towards identified outcomes.

Enrichment, educational visits and residential

Financial support was provided to help ensure disadvantaged pupils could access educational visits, residential experiences, clubs and wider enrichment opportunities.

Our review identified the need to strengthen the way in which we record and evaluate participation and impact, rather than simply recording the opportunities offered. This has directly informed a school improvement priority for 2026–2027.

A whole-school enrichment register will therefore be used to monitor participation in sport, music, arts and culture, leadership, wellbeing, outdoor learning, clubs, educational visits and residential experiences. Participation will be analysed termly, with particular attention given to disadvantaged pupils, pupils with SEND and any pupils who may be under-represented.

Parental engagement

The school continued to work closely with parents and carers to support pupils' learning, attendance and wellbeing. Curriculum information and opportunities for parental engagement helped families understand how they could support learning at home.

We recognise that effective parental engagement needs to be responsive to individual family circumstances. During 2026–2027, we will continue to develop positive relationships with families and provide targeted support where barriers to learning, attendance or participation are identified.

Evaluation and next steps

Evaluation of our 2025–2026 strategy demonstrates a number of strengths, including strong phonics, reading and writing outcomes and high overall attendance. It has also enabled us to identify areas where further improvement is required.

Our priorities for disadvantaged pupils during 2026–2027 will therefore include:

- maintaining strong outcomes in early reading and further developing vocabulary and comprehension;
- increasing the proportion of pupils achieving greater depth in writing;
- strengthening SPaG knowledge and its application within writing;
- improving mathematical fluency and multiplication table recall;
- maintaining high attendance and reducing differences between disadvantaged pupils and their peers;
- ensuring targeted academic and wellbeing interventions demonstrate measurable impact; and
- systematically monitoring disadvantaged pupils' participation in enrichment and wider opportunities.

Externally provided programmes

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

Programme	Provider
Little Wandle	Little Wandle
Pathways to Read	The Literacy Company

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.