



## Pupil premium strategy statement - Tonacliffe Primary School

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	264
Proportion (%) of pupil premium eligible pupils	16.2%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Joanne Heap Headteacher
Pupil premium lead	Joanne Heap/ Charlotte Clutterbuck
Governor / Trustee lead	Steve Oxford

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,145
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£65,145



## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas including their personal development. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve and be the very best they can be following our school's values statement of 'Where only our best is enough'; including progress for those who are already high attainers.

We consider the challenges faced by all vulnerable pupils, such as those with adverse childhood experiences (ACEs), those who have a social worker, have additional needs and disabilities and those who have suffered trauma. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support; we know that improving speech, language and communication skill, phonics and reading are part of the key to success for these children. This is proven to 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.

### Challenges

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

Challenge number	Detail of challenge
1	Communication and language skills on entry to nursery and reception continue to be lower. Observations and use of WellComm assessments have identified underdeveloped oral language and vocabulary gaps among many children including those disadvantaged.
2	Assessments indicate that our current R/ KS1 cohorts continue to have greater difficulty acquiring early reading and writing skills. There is a discrepancy between the attainment of non-disadvantaged and disadvantaged.
3	Assessments indicate our current KS2 cohorts have greater difficulty with mathematics – in particular arithmetic skills which are underdeveloped, which then impacts on their ability to use and apply mathematics.
4	Physical (gross and fine motor) development is lower on entry and this has a direct impact on children's writing outcomes.
5	Wellbeing and access to extra-curricular/ enrichment activities continue to be necessary in helping our disadvantaged pupils experience learning beyond the classroom so they aspire and are motivated to succeed.



## 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. (1)	Assessments and observations to indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny (particularly independent writing) and ongoing formative assessment.
Improved phonics, reading and writing in reception and KS1 (2)	End of year assessments in phonics are in line with national or above for disadvantaged pupils. Reading and writing show that at least 65% of disadvantaged pupils met the expected standard.
Improved maths attainment in year 6 and KS2 (3)	Maths outcomes show that more than 65% of pupils met the expected standard.
Improved physical development (4)	Assessments and observations to indicate improved fundamental movement skills and fine motor skills. Writing assessments
To improve wellbeing and ambition for all pupils, in particular for disadvantaged pupils. (5)	<p>Improved wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Improved engagement in learning and behaviour issues reduced</li> <li>• Positive outcomes from forest school activities</li> </ul> <p>Improved uptake in music tuition</p>

## 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: £ 4805

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school	Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal	1 2



curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	<p>interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
<i>Talk for Writing training for new staff</i>	<p>Evidence from The Writing Framework – spoken language is as important for writing as for reading. Pupils should compose orally while they are developing their transcription skills.</p> <p>The Writing Framework July 2025 <a href="#">Writing framework: summary - GOV.UK</a></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 for training in early maths (Red Rose with LCC maths consultant) and access to Maths network meetings with maths consultants.</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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p><a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a></p>	3

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

Budgeted cost: £55601



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of curiosity corners in the EYFS (targeted, purposeful dialogue and interaction).</p> <p>Daily reading – targeted reading aloud and book discussion, including comprehension through structured questioning and explicit teaching of vocabulary.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1 2
<p>Speech and language assessments for nursery children using WellComm to identify speech and language needs and required support to complete.</p>	<p>The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children.</p> <p>Requiring no specialist expertise, they quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.</p> <p>Once a profile has been drawn up for each child, focused teaching and intervention activities can be drawn up to meet individual needs.</p>	1
<p>Daily fundamental skill sessions for all children.</p> <p>Additional session for targeted children</p>	<p><a href="#">EEF   Physical Development</a></p> <p>Foundation Stage Lancashire 5 FMS for under fives</p>	4
<p>Additional phonics / reading fluency sessions targeted at disadvantaged pupils (<i>Red Rose Bounce Back and Fast track phonics</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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2
<p>Additional HLTA support for targeted daily</p>	<p>Smaller group size to manage ratio between pupils and teachers/ HLTAs</p>	3



arithmetic intervention	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	
Additional HLTA support for targeted daily reading in KS1	Extra guided reading with an adult to promote reading fluency as not all children read at home. <a href="#">Improving Literacy in Key Stage 1   EEF</a>	1 2

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

Budgeted cost: £5234

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain use of forest activities into nursery, reception, KS1 and LKS2 to build upon wider personal development giving pupils confidence to take risks, work cooperatively become resilient.	<p>Forest Schools offer a unique educational experience using the outdoor environment of the forest as a classroom. The New Economics Foundation (NEF) evaluated two schools to highlight how they can provide learning opportunities for children who typically do not do as well in the classroom. NEF also created a self-appraisal methodology for leaders and teachers from other Forest Schools to assess their performance.</p> <p>Key findings</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <p><b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence</p> <p><b>Social skills:</b> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p><b>Communication:</b> language development was prompted by the children's sensory experiences</p> <p><b>Motivation:</b> the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p><b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills</p>	5



	<b>Knowledge and understanding:</b> the children developed an interest in the natural surroundings and respect for the environment	
Support music tuition to help children learn to play a musical instrument.	Cambridge University Press: A great deal of previous research (e.g. Southgate & Roscigno, 2009; Hille & Schupp, 2014; Hallam & Rogers, 2016; Guhn <i>et al.</i> , 2020) has looked at the relationship between learning a musical instrument and a child's social, emotional or cognitive development. Much of it suggests a positive relationship between the two.	5
Access to sporting activities	Building positive attitudes to sport and physical activity in children from an early age can help them to feel more motivated, confident and able to get active throughout their life – Sport England	5

**Total budgeted cost: £65145**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In the last academic year, Tonacliffe used the Pupil Premium funding to provide both individual and group intervention to ensure continued progress and academic achievement. This includes: embedding daily guided reading for all pupils in KS1 and Reception, Fast Track and Bounce Back phonics interventions for those not on track in Word Reading; including training of support staff to deliver these interventions. Red Rose phonics in EYFS and KS1 has been embedded and the scheme is followed with fidelity. Year 3 Red Rose spelling programme has been introduced and Year 4 Red Rose spelling programme CPD training is being completed academic year 25-26. This will be implemented in school throughout the training programme.

Talk for Writing strategies have improved writing outcomes across the school and end of Year 6 writing outcomes were positive academic year 24-25. These strategies are used in literacy in all year groups. Due to new staff starting at Tonacliffe, further training in Talk for Writing is required.

Story Dough CPD training has been completed by nursery staff and Story Dough is used in nursery to develop oracy and fine motor skills in readiness for writing. Drawing Club is used in reception for literacy and writing outcomes at the end of reception academic year 24-25 were positive. The children are becoming keen writers and in the main, the children have transitioned into Year 1 able to access the literacy National Curriculum expectations.

Early maths Red Rose scheme of work for nursery and reception CPD training completed by teachers. This scheme will be introduced academic year 25-26 with focus on a mastery approach to mathematics ensuring the children have secure understanding of number in readiness for the National Curriculum expectations in KS1.

In considering wider strategies, the use of Forest School and our class/community allotments has been invaluable for all children from nursery to year 4. As a result, improvements to behaviour, attitudes, knowledge about the natural world, climate change and sustainability are evident. The allotments have strengthened our links to the wider community and, in particular the local food bank. This has provided our children with opportunity to display empathy, understand the value of connection within their community and how to contribute to society positively. Forest School and being outside in nature, planting in the allotments has an overwhelmingly positive impact on the children's mental health and well-being.

Musical instrument tuition is provided by our 'in house' specialist music teacher, Lancashire Music Service specialist teachers and RockSteady. We use our bursary places provided by RockSteady for our disadvantaged children and, in addition, Pupil Premium funding is used to ensure the offer of instrument tuition is open for disadvantaged children.

Attendance across the school is in line with national. We continue to work on attendance, however this will not feature in next year's Pupil Premium strategy.

Intended Outcome	Progress and Analysis
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Improved oral language skills and vocabulary among disadvantaged pupils.

Communication GLD outcomes 2024 – 2025  
Listening and Attention: 80.8% (in line with national)  
Speaking: 84.6% (in line with national)

Improved phonics, reading and writing attainment in R and KS1

EYFS Outcomes:

Literacy			Mathematics	
Comp	Re	Wri	Nu	NPatt
77.8	82.2	57.8	73.3	73.3
87.5	68.8	59.4	71.9	71.9
84.6	73.1	65.4	80.8	80.8

Year 1 Phonics

School	Total <sup>3</sup> Pupils No.	A	D	0-10	11-20	21-27	28-31	Working towards exp std		Meeting the expected standard		
		%	%	%	%	%	%	No.	%	No.	%	3 Yr %
2022/23	45	0.0	0.0	2.2	4.4	20.0	8.9	16	35.6	29	64.4	
2023/24	45	0.0	0.0	0.0	6.7	4.4	13.3	11	24.4	34	75.6	
2024/25	33	3.0	0.0	15.2	6.1	9.1	6.1	12	36.4	20	60.6	67.5

June 2025 33 (Y1) 20 achieved the PSC 61%, 13 did not 39%. 2 children scored between 28-31/ 3 children scored between 21-27. 9 children/27% of this cohort have SEND.

Year 2 Phonics Recheck

School	Total <sup>3</sup> Pupils No.	A	D	0-10	11-20	21-27	28-31	Working towards exp std		Meeting the expected standard		
		%	%	%	%	%	%	No.	%	No.	%	3 Yr %
2022/23	18	0.0	0.0	0.0	0.0	11.1	11.1	4	22.2	14	77.8	
2023/24	16	0.0	0.0	0.0	0.0	12.5	43.8	9	56.3	7	43.8	
2024/25	11	0.0	0.0	0.0	9.1	18.2	9.1	4	36.4	7	63.6	62.2

June 2025 11 (Y2) 7 achieved the re-check 64%, 4 did not 36%. 2 children who did not pass the re-check have SEND. 2 children scored between 27 – 31/ 2 children scored between 19-26.

KS1 Outcomes

Year	NOR	R	W	M	RWM		
		Exp+	Exp+	Exp+	EXS	Exp+	GDS
2021/22	40	67.5	60.0	72.5	42.5	60.0	0.0
2022/23	41	56.1	63.4	63.4	39.0	53.7	2.4
2023/24*	45	66.7	53.3	57.8	35.6	44.4	0.0
2024/25*	45	60.0	60.0	71.1	33.3	53.3	2.2

Overall outcomes are cohort specific. Progress is measurable from pupils' individual starting points. Staff are committed to raising attainment.



Improved maths attainment in Y6 cohort.	<p>End of KS2 2025</p> <table border="1"> <thead> <tr> <th colspan="2">Maths</th> </tr> <tr> <th>Exp+</th> <th>HS</th> </tr> </thead> <tbody> <tr> <td>81.8</td> <td>15.9</td> </tr> <tr> <td>57.1</td> <td>11.9</td> </tr> <tr> <td>77.3</td> <td>18.2</td> </tr> <tr> <td>72.3</td> <td>15.4</td> </tr> </tbody> </table> <p>Improvements seen; however, GDS is not in line with national.</p>	Maths		Exp+	HS	81.8	15.9	57.1	11.9	77.3	18.2	72.3	15.4
Maths													
Exp+	HS												
81.8	15.9												
57.1	11.9												
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Greater understanding of SEMH needs for children with SEND	<p>Training completed in trauma. Support for staff from the inclusion east team and the inclusion hub to train staff in specific support for children at risk of exclusion.</p> <p>No permanent exclusions given. Suspensions rarely used.</p>												
To improve wellbeing for all pupils, in particular for disadvantaged pupils.	<p>Improved wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• Improved attendance</li> <li>• More children learning to play instruments – band in place. Y3/4 and Y5/6 choirs in place.</li> <li>• External events attended in music and sporting competitions.</li> <li>• School performances took place across R-Y6</li> <li>• Forest school embedded in EYFS/ KS1 and LKS2</li> <li>• Extra-curricular clubs attended</li> </ul> <p>All these activities have contributed to children building their self-esteem, confidence and leadership skills.</p>												
To achieve and sustain improved attendance for all pupils particularly for our disadvantaged pupils	<p>Attendance 2022 – 2023: 95%</p> <p>Attendance 2023 – 2024: 94.9%</p> <p>Attendance 2024 – 2025: 95.8%</p> <p>EBSA used and EHA used too to support families with specific issues.</p>												

### 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
Talk for Write	LCC LPDS



