

Tysoe C of E Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding (2026 – 2027 academic year) 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	122
Proportion (%) of pupil premium eligible pupils	13.9%
Academic year/years that our current pupil premium strategy plan covers	2026 - 2027
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	CEO
Pupil premium lead	Headteacher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,335
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£28,335 <i>Funds are not pooled across Fosse MAT</i>

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals so we therefore reserve the right to allocate the Pupil Premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged.

School Context:

Tysoe CE Primary School serves a rural area in the south of Stratford-on-Avon District Council. In Stratford-on-Avon, 6.8% of the population was income-deprived in 2019. Of the 316 local authorities in England (excluding the Isles of Scilly), Stratford-on-Avon is ranked 269th most income-deprived. In the least deprived neighbourhood in Stratford-on-Avon, 2.1% of people are estimated to be income-deprived. In the most deprived neighbourhood, 16.2% of people are estimated to be income-deprived. The gap between these two is 14.1 percentage points in Stratford-on-Avon. The overall income deprivation score for Stratford-on-Avon is 6.8%.

<https://www.ons.gov.uk/visualisations/dvc1371/#!/E07000079>

Objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.

All our work through the pupil premium will be aimed at accelerating progress and moving children to at least age-related expectations through improving access to opportunities and ensuring all children have everything they need to flourish.

Pupil premium resources are to be used to:

- Target able children on Free School Meals to achieve Age Related Expectations.
- Transition from primary to secondary and transition internally between key stages and into EYFS.
- Additional learning support.
- Contribute to the cost of activities, educational visits and residential trips.
- Strategies to target attendance and ensure regular and punctual attendance at school.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- To support the children to learn a musical instrument or take part in after school clubs.
- Behaviour and nurture support providing activities to engage learners and boost wellbeing.
- Pupils to be provided with additional teaching and support, where needed.
- Interventions and support will be provided in class with teachers and TAs, using quality first teaching and being supported by specialists as and when necessary.
- Children who need targeted support to be identified quickly and to access regular intervention to include support with social, emotional and mental health challenges with Nurture groups.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Engagement of parents and carers with attendance and punctuality.
2	Parent and teacher observations have shown that there is an increased number of children experiencing anxiety about coming into school, developing and maintaining friendships and accessing work at the expected standard. This anxiety hinders children's ability to focus on work in class and form effective friendships.
3	Progress and attainment in writing across all year groups is not as strong in writing as other subject areas.

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
Progress in Reading	Achieve at least national average or above in Reading progress scores in KS2. Increase GDS in Reading for PP pupils.
Progress in Writing	Achieve at least national average or above in Writing progress scores in KS2. Increase GDS in Writing for PP pupils.
Progress in Mathematics	Achieve at least national average or above in Maths progress scores in KS2. Increase GDS in Maths for PP pupils.
Phonics	Achieve above national average expected standard in PSC in both Year 2 and Year 1.
Other	Transition from EY to KS1 and KS1 to KS2. Support transition from KS2 to KS3. Support for SEND and interventions.

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: £18,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support with English and Maths learning	Pupils will receive quality first teaching and those in need to receive extra support in class and through additional interventions. CPD for existing staff to implement support in the classroom.	2, 3
Employ services of SEN Advisory Teacher and Specialist Teachers to support with meeting the needs of PP children	Pupils receive targeted 1:1 provision, small group and SEND specific support for individual needs.	2, 3
Support with attendance through Early Help and other strategies to ensure attendance remains high	Support to access school buses, breakfast club, applications and referrals. Nurture support for specific groups of children.	1
Make use of Family Liaison Officer and Nurture trained staff to ensure children are supported into school and effective strategies are in place to meet their emotional needs	Family Liaison Officer support. Schools Nursing Team information sessions and support. Nurture support for specific children. Support from SENCO to ensure smooth transitions, entry and exit from school.	2
Strategies to raise parent engagement	Curriculum evenings, shared learning and early identification of Early Help support. (Appointment of FLO to support with Early Help.)	1, 3

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture support for SEMH	Pupils receive targeted wellbeing support on a weekly basis from Nurture specialist to help with mental health of pupils and their families.	1, 2
Revision of teaching of English; introduce continuous provision	Recruitment of adequate TAs to support interventions.	2, 3

into English across KS1/LKS2.	Additional CPD for TAs to support effective interventions. Additional resources to support introduction of continuous provision across KS1 and LKS2.	
Targeted homework club and tutoring group to support progress in English and Maths	Homework Club to support specific children. Booster groups to support further academic progress.	1, 2, 3

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular shared learning, Curriculum Evenings and parent information sessions	Release staff to lead parent information sessions/Curriculum Evenings to improve engagement in English, Maths and supporting children's learning.	3
Address attendance and persistent late attendance	Work collaboratively with Tysoe Children's Group to support families with wrap around care to encourage attendance and limit late arrival to school. Support families to make applications to access school transport.	1, 2, 3
Nurture Group	Specialist outside agencies such as MHST and SEND Supported for pupils. Nurture trained staff and provision for pupils.	2
Musical Instrument Lessons	Opportunities provided weekly in school such as a variety of music tuition.	2
Residential trips and extracurricular experiences	Families to be provided with financial support to assist with paying for school trips to include the residential in Year 5 and 6. Supporting those children who may not have access to educational support at home and families who do not have funds to support additional educational activities.	2, 3

Total budgeted cost: £28,335

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching and whole school strategies: Further developed wider curriculum opportunities for children; such as after school clubs, sports events and competitions, in person worship and trips and visits. Full breadth and depth of curriculum offered for all the children including sport and music. Successful implementation of support for all children throughout the academic year. Embedding use of Times Table Rock Stars and Numbots to improve mental arithmetic skills. Embedding use of Phonics Bug to support early reading and phonics knowledge. Successful introduction of Outdoor Play and Learning (OPAL) programme to support development of play, social skills, risk taking and behaviour. Review of whole school Behaviour and Relationships Policy to include Restorative Practice questions and model.

Targeted approaches: Children made good progress in reading, English and Mathematics at the end of each full term evidenced with NFER assessments. Support from specialists in SEND to help increasing number of children on SEND register. All children read with an adult in school at least weekly. Excellent provision, support, and targeted intervention across both key stages and the EYFS for all children. Trained staff supported children with: Reading, Maths, Writing, comprehension, SEND and SEMH needs. Success of interventions and targeted support in results of our NFER summer 2025 assessments. Embedding use of knowledge organisers and assessments to quickly identify and address gaps in learning.

Wider Strategies: Engagement with home learning with the continued online access via Teams across the school. Curriculum Evenings, parents' evenings and information sessions alongside shared learning used to encourage parental engagement. Early Help needs identified early and used to support attendance and parental engagement. Appointment of FLO through DBE Beacon Project funding has supported extending Early Help provision with a focus on attendance support.

Externally provided programmes

Programme	Provider
Phonics Bug	Pearson
TTRS and Numbots	Maths Circle
White Rose Maths	White Rose
Literacy Shed	Ed Shed
Vocabulary Ninja	Vocabulary Ninja
Maths Mastery	Origins Maths Hub