

Pupil premium strategy statement

This statement details our school's use of pupil premium. This statement details our Academy'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.

School overview

Detail	Data
School name	Tameside Primary Academy
Number of pupils in school	373
Proportion (%) of pupil premium eligible pupils	52.5% (196 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 – 2026 2026 – 2027 2027 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Cem Yalluri – Associate Principal
Pupil premium lead	Kate McDonald Vice Principal
Governor / Trustee lead	Judith Hunt Char of SPC.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£271,185
Pupil premium funding carried forward from previous years	£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	£271,185

Part A: Pupil premium strategy plan

Statement of intent

Our objective is for all pupils, regardless of background or circumstance, to achieve strong progress and high attainment across all subjects, with particular emphasis on reading, writing, and mathematics. The pupil premium strategy is designed to enable disadvantaged pupils to reach these goals, including those already performing at a high level.

We recognise the unique challenges faced by vulnerable pupils, such as those with social workers or young carers, and our planned activities address their needs alongside those of disadvantaged pupils

Quality First Teaching underpins our approach while also targeting specific areas where disadvantaged pupils require the most support. This method is proven to close attainment gaps and simultaneously benefit all pupils. Our strategy is informed by robust diagnostic assessment and tailored to the specific needs of Tameside Primary Academy and our pupils.

We are committed to delivering a challenging curriculum for all pupils, increasing opportunities for deeper learning across every year group. Attendance and punctuality are promoted through an inclusive approach focused on supportive interventions and reducing persistent absence. The social, emotional, and mental health (SEMH) and wellbeing of our pupils remain central to our ethos, with enrichment activities designed to raise aspirations and support achievement.

Our strategy is founded on high-quality continuing professional development (CPD) and robust support for staff and pupils, in alignment with Education Endowment Foundation guidance. The plan is regularly reviewed to remain responsive to the evolving needs of the school and is implemented in partnership with the local community to ensure all disadvantaged pupils thrive through equity and collaboration.

Challenges

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

Challenge number	Detail of challenge
1	<u>Progress in Early Foundation Stage.</u> Literacy and Mathematics Despite strong outcomes at the end of Key Stage One and Two last year, progress in the EYFS remains a priority. Early literacy and maths skills are critical foundations and some disadvantaged pupils require targeted support to secure these skills quickly and confidently.
2	<u>Challenge for High-Attaining Disadvantaged Pupils</u> A number of disadvantaged pupils achieve well at the expected standard, but fewer reach greater depth across the Academy. Ensuring these pupils receive sufficient stretch and challenge is essential to prevent gaps at the higher attainment levels and to nurture academic ambition.
3	<u>Attendance and Punctuality</u> Although attendance has improved overall, persistent absence and punctuality issues remain for some disadvantaged pupils. These patterns can affect learning time and progress, so maintaining a strong focus on inclusive attendance strategies is vital.
4	<u>SEMH and Wellbeing</u> Social, emotional and mental health needs continue to present challenges for some disadvantaged pupils. These needs can impact engagement, relationships and academic progress, requiring sustained investment in pastoral support and targeted interventions.
5	<u>Raising Aspirations</u> Many pupils have limited exposure to wider cultural and enrichment experiences beyond the local community. This can restrict aspirations and confidence in pursuing future opportunities, making it essential to provide diverse experiences that inspire ambition.

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 make strong progress in early literacy and maths, securing foundational skills by the end of EYFS and Key Stage One.	Assessment data shows disadvantaged pupils meet or exceed age-related expectations in phonics, early reading and number fluency, with gaps closing compared to non-disadvantaged peers
High-attaining disadvantaged pupils are consistently challenged and achieve greater depth across core subjects.	End-of-year data shows an increased proportion of disadvantaged pupils achieving greater depth in Reading, Writing and Maths.
Attendance and punctuality for disadvantaged pupils improves and remains at least in line with non-disadvantaged peers.	Attendance tracking demonstrates that attendance of disadvantaged pupils improves year on year, with persistent absence reducing.
Disadvantaged pupils receive timely SEMH support, enabling positive engagement and progress in learning.	Data shows improved social, emotional and mental health of pupils over time; pupil voice reflects positive attitudes and emotional resilience.
Disadvantaged pupils access a wide range of enrichment experiences that raise aspirations and broaden cultural capital.	All disadvantaged pupils engage in enrichment activities; pupil voice indicates increased confidence and ambition for future learning

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: **£31,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrich the wider curriculum through high quality resources	Enhance our curriculum offering by supplementing with resources to engage pupils and promote academic excellence.	1,2,3
Enrich the curriculum with consumable resources to support the children in their learning.	Enhance the Reading, Writing and Maths Curriculum through supporting the delivery through resources for the children	1,2,3,4,5
Purchase standardized tests	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2,3
Staff CPD on attendance	Staff participate and implement training around Inclusive attendance and improving attendance rates <u>An Inclusive Approach to Improving Attendance - Inclusive Attendance</u>	1,2,3,4
Staff CPD on pedagogy	Staff participate in bespoke pedagogical training to improve Wave 1 quality first teaching.	1,2,3,4,5
Remove financial barriers to educational and aspirational experiences by subsidising associated costs where appropriate.	Studies indicate the positive impact of curriculum and wider school enrichment activity on pupil outcomes. Enrichment Theory, Research and Practice: (PDF) Enrichment Theory, Research, and Practice (researchgate.net)	1,2,3,4,5
Purchase of a DfE validated Systematic Synthetic Phonics programme reading	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading	1

<p>text (Matched the Rocket Phonics Scheme) to secure strong process and applying current phonics knowledge</p>	<p>(though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF Strategies are often taught to a class and then practiced in pairs or small groups. Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £209,213

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing and interventions	<p>Staff deployed to support EYFS with targeted interventions and support.</p> <p>Nurture and other SEMH interventions used to support children.</p> <p>Staff to support families with attendance related issues</p> <p>Use of the outdoor environment to support small group intervention and academic mentoring.</p> <p>All of these will support pupil attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	1,2,3,4,5,
Support to focus on curriculum enrichment through visitors and trips.	Improve provision for the 'most disadvantaged children for example integrating the use of the trips and visitors to enhance the curriculum.	3,5

	https://www.proquest.com/openview/ef1bb5f9473c1444321b3b7316788f32/1.pdf?pq-origsite=gscholar&cbl=25066	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,772

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide Attendance incentives to improve attendance School to purchase and support recognition of attendance awards .	Incentives and rewards are proven to support attendance rates in schools. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance	1,2,3,4,5
Improve access to technology and online platforms	Studies by EEF: Use of technology (+4months), Collaborative working (+5months).	1,2,3,4,5
Sustain Nurture groups across the school concentrating on children's SEMH Including small group and mentoring.	EEF report highlights the need to provide additional support for children who have possible SEMH needs. Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	4

Total budgeted cost: £ 271, 185

Review of previous Academic year

Key Stage 2 sats results table and analysis

Whole cohort Percentage at expected standard +

	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>Combine measure</u>	<u>SPaG</u>
<u>School</u>	<u>95%</u>	<u>75%</u>	<u>85%</u>	<u>75%</u>	<u>93%</u>
<u>LA</u>	<u>73%</u>	<u>71%</u>	<u>74%</u>		<u>74%</u>
<u>National</u>	<u>75%</u>	<u>72%</u>	<u>74%</u>	<u>62%</u>	<u>73%</u>

Executive Summary: Key Stage 2 SATs Results 2024/25

Overview:

The results reflect performance in Reading, Writing, Maths, SPaG (Spelling, Punctuation & Grammar), and a combined measure, benchmarked against Local Authority (LA) and National averages.

Key Insights

- Reading and SPaG:** The school's results (95% and 93%) are significantly above both LA and National averages, indicating strong performance in literacy and grammar.
- Maths:** At 85%, the school exceeds both LA (74%) and National (74%) averages, demonstrating effective maths provision.
- Writing and Combined Measure:** Writing (75%) matches the National average and is above the LA average. The combined measure (75%) is notably higher than the National average (62%) and aligns with LA performance.

Overall: The school consistently outperforms local and national benchmarks in most areas, with particular strengths in Reading, SPaG, and Maths

Whole cohort Percentage achieving Greater depth

	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>Combine measure</u>	<u>SPaG</u>
<u>School</u>	<u>48%</u>	<u>18%</u>	<u>40%</u>	<u>15%</u>	<u>46%</u>
<u>LA</u>	<u>30%</u>	<u>9%</u>	<u>26%</u>		<u>31%</u>
<u>National</u>	<u>33%</u>	<u>13%</u>	<u>26%</u>	<u>8%</u>	<u>30%</u>

Executive Summary

School Performance at Greater Depth

- **Reading:** 48% of pupils achieved greater depth, significantly outperforming both the Local Authority (LA) average (30%) and the national average (33%).
- **Writing:** 18% achieved greater depth, again above the LA (9%) and national (13%) averages.
- **Maths:** 40% reached greater depth, compared to 26% (LA) and 26% (national).
- **Combined Measure:** 15% of pupils achieved greater depth across reading, writing, and maths, notably higher than the LA (not reported) and national (8%) averages.
- **SPaG (Spelling, Punctuation, and Grammar):** 46% achieved greater depth, well above the LA (31%) and national (30%) figures.

Key Insights

- The school's greater depth attainment is consistently above both local and national averages in all reported subjects.
- The strongest relative performance is seen in Reading and SPaG, where the school exceeds the national average by 15 and 16 percentage points, respectively.

The combined measure, while lower in absolute terms, still demonstrates a significant lead over the national average, indicating strong overall pupil performance at higher standards

Disadvantaged children comparison – Tameside v LA

ATTAINMENT & ASSESSMENTS

Subject	Level	Tameside Primary Academy (2009)		Local Authority - Sandwell	
		Value	Value	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	62.1%	50.6%		+11.5%
	GDS/High Score	13.8%	4.5%		+9.3%
Reading	≥Exp.Std.	93.1%	66.0%		+27.1%
	High Score	48.3%	21.9%		+26.4%
Writing (TA)	≥EXS	65.5%	63.6%		+1.9%
	GDS	13.8%	6.7%		+7.1%
Maths (test)	≥Exp.Std.	72.4%	64.4%		+8.0%
	High Score	27.6%	17.5%		+10.1%

Executive summary

School performance of Disadvantaged children

The table shows that disadvantaged children at Tameside Primary Academy outperform like comparative children across the local authority.

Disadvantaged children at Tameside out performed Local Authority averages in every measurable metric.

In **Reading** 93.1% of disadvantaged children achieved expected standard (27.1% higher than Local authority average)

In **Writing** 65.5% of disadvantaged children achieved expected standard (1.9% higher than Local authority average)

In **Maths** 72.4% of disadvantaged children achieved expected standard (8% higher than Local authority average)

In the combined measure of **Reading, Writing and Maths** 62.1% of disadvantaged children achieved the expected standard (10.1% higher than Local Authority average).

Key Insights

- The school's disadvantaged groups' attainment is consistently above both local averages in all reported subjects.
- The strongest relative performance is seen in Reading and Maths, where the school exceeds the Local Authority average by 27 and 8 percentage points, respectively

School performance of Disadvantaged children at Greater depth

The table shows that disadvantaged children at Tameside Primary Academy outperform like comparative children across the local authority.

Disadvantaged children at Tameside out performed Local Authority averages in every measurable metric.

In **Reading** 48.3% of disadvantaged children achieved expected standard (26.4% higher than Local authority average)

In **Writing** 13.8% of disadvantaged children achieved expected standard (7.1% higher than Local authority average)

In **Maths** 27.6% of disadvantaged children achieved expected standard (10.1% higher than Local authority average)

In the combined measure of **Reading, Writing and Maths** 13.8% of disadvantaged children achieved the expected standard (9.3% higher than Local Authority average).

Key Insights

- The school's disadvantaged groups' performance at a greater depth is consistently above both local averages in all reported subjects.
- The strongest relative performance is seen in Reading and Maths, where the school exceeds the Local Authority average by 26 and 10 percentage points, respectively

Aspirations and Wider Experiences

The Academy continues to prioritise the provision of diverse experiences that both support academic achievement and elevate pupil aspirations. Educational visits and the involvement of external visitors have enriched the curriculum, with pupil feedback consistently affirming high levels of engagement and enjoyment. This commitment to broadening horizons will remain a central focus moving forward.

Standardised Testing

The implementation of standardised testing has demonstrably enhanced pupil outcomes across the Academy. These assessments facilitate robust and accurate tracking of progress, enabling swift identification of next steps in learning. Furthermore, standardised tests provide teachers with diagnostic insights, ensuring that teaching is responsive to individual pupil needs and informed by reliable data.

School Counselling

School counselling provision has been highly effective, with over 12 families participating in family therapy and 83 individual pupils receiving counselling sessions. Feedback from both parents and pupils underscores the positive impact of this pastoral support, evidencing a clear correlation between counselling and improved attitudes towards school and academic success.

Nurture Groups and Outdoor Learning

Nurture and pastoral groups, particularly those utilising the school's forest areas, have successfully supported well-being and SEMH development. More than 54 children engaged in small group forest sessions, and every pupil from Nursery to Year 6 accessed outdoor learning opportunities. The Academy will continue to build on this success in the coming year. Notably, suspension rates remain below national averages, and behaviour incidents continue to decline, reflecting the effectiveness of ongoing behaviour support.

Curriculum Support

Curriculum support remains robust, with assessment data indicating year-on-year improvement in outcomes across Key Stage 1 and Key Stage 2. The involvement of visitors adds depth and relevance to lesson content, while pupil feedback and external audits confirm that the curriculum is well received and continues to evolve

These outcomes provide a strong basis to prepare children for their educational step and phase. Future plans build on successes from previous plans and also provide scope to be flexible and support the children in their education at Tameside Primary Academy.