

Pupil premium strategy statement – Tylers Green First 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	174
Proportion (%) of pupil premium eligible pupils	5.7%
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)	2025/2026 to 2027/2028
Date this statement was published	18/12/2025
Date on which it will be reviewed	19/12/2026
Statement authorised by	J Talbot
Pupil premium lead	L Gregory
Governor / Trustee lead	S Cartwright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 15,150
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>	£ 15,150

Part A: Pupil premium strategy plan

Statement of intent

As a First School our core purpose is to ensure all our pupils fulfil their potential in all areas of the curriculum leaving this school in year 2 having both high levels of attainment and having progressed well from their starting points.

We believe that it is only possible to achieve our core purpose if all members of the school community put children's wellbeing and happiness at the heart of decision making, and this is the fundamental principle behind our approach. Our values encapsulate this vision, and support us in achieving our aims. We believe our children should be safe, happy, creative, learning and successful.

Tylers Green First School has a culture of high expectations for all children, and aims to ensure that all children are able to access a high quality curriculum through quality first teaching.

We are proud of our children's academic achievements, every child is stretched and challenged. We have an ambitious curriculum and high expectations of all of our children. Our teachers are fantastic and go the extra mile to make lessons engaging and a lot of fun, with as much hands-on learning as possible to bring the curriculum to life.

Each child is unique, and those who have challenges will have those challenges identified early, and be supported to overcome them. Every child and young person can fulfil their potential, supported by an excellent teacher, high standards for all, and targeted support for those that need it. The interventions in place for disadvantaged pupils will ensure that

- all pupils are challenged
- we identify and address any significant needs as quickly as possible
- we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Pupils with PPG make less progress than some of their peers.
2	Some pupils require intervention to keep up in reading, writing or maths
3	Some pupils start Reception with gaps in their learning
4	Some pupils eligible for the PPG have lower attendance and some have a pattern of lateness.
5	Some pupils have had difficulties in the home and/or have been in contact with social services over time.
6	Not all pupils eligible for PPG will have the capacity to access the reading scheme

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
Teachers will understand the learning needs of pupils who are eligible for the PPG.	Teachers of pupils eligible for the PPG will be supported in delivering quality first teaching through assessments arranged by the SENCO.
Pupils eligible for the PPG will make good or better progress in English and Maths from their starting points. Pupils will be supported to keep up in maths, phonics, reading and writing.	Pupils eligible for the PPG will make good progress from their starting points in the development of their literacy and Maths skills. This will be evidenced through expected progress by teacher assessments in one academic year.
Pupils identified by the SENCO or the DSL will be supported through additional adult time allocated to social and emotional wellbeing.	Pupils identified by the SENCO or DSL will show improved social and emotional wellbeing as evidenced using pupil observations.
Pupils eligible for the PPG will have improved attendance and punctuality over time.	The Headteacher or SENCO will address attendance individually with parents and explore supports that may be put in place to improve attendance where necessary.

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: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Progress Meetings termly, focus on PPG pupils in discussion	The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds (Sutton Trust)	1,2,3
EYFS lead to participate in side by side project	Early identification Initiative by Bucks county	3
Extended school hours (Early Birds) for pupils with identified SEMH or attendance issues.	Breakfast club schools saw an improvement in pupil behaviour and attendance. (Education Endowment Fund)	1, 2, 4, 5
Headteacher and Deputy Headteacher attending BASL conferences & CPD	Evidence based initiative by Bucks county – information sharing by Headteachers Buckinghamshire Challenge Data	1,2,3,4,5

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

Budgeted cost: £ 6766.5

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Teaching Time (KS1)	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. (Education Endowment Fund)	1, 2, 5, 6
Interventions run by TA & overseen by SENCO	EEF – language based interventions and small group interventions have good or modest impact.	1,2,3

Small group phonics support	EEF - Pupils may require targeted academic support to assist language development, literacy, or numeracy.	1,2,3
Individual reading support.	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. (Education Endowment Fund)	1, 2, 5, 6

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

Budgeted cost: £ 2,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance tracking and supportive measures	DfE: There are significant costs associated with poor attendance rates including lower attainment, reduced earning potential and poorer mental health and wellbeing.	4
Provision mapping for eligible pupils to ensure that provision is a holistic package.	Intervention should not be a bolt-on activity but integrated into quality first teaching.	all
Individual intervention sessions for emotional difficulties	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.	5
After School provision e.g. sports or drama clubs	Improved outcomes have been identified in English, mathematics and science as a result of participation in the Arts (EEF Teaching and Learning toolkit - Arts Participation). It is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides. (EEF Teaching and learning Toolkit – Physical Activity)	1, 3, 5
Extra Curricular Off-site visits and on site workshops.	Extra curricular activities are an important part of education. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. (EEF Teaching and Learning toolkit - Arts Participation)	1, 3

Total budgeted cost: £ 15, 926.5

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

60% of disadvantaged pupils in KS1 had additional needs. The data demonstrated that pupils in receipt of pupil premium funding have made progress in reading and maths with the exception of pupils with attendance below 90% and specific literacy difficulties. Pupils without additional learning needs have made expected progress in all areas of the curriculum.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that targeted support for attendance and literacy skills would support a good level of progress and help to close the gap between disadvantaged pupils and their peers.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above. Pupils who attend our Early Birds provision have made progress as a result of their good attendance.

We are on target to achieve the outcomes of our strategy (as outlined in the Intended Outcomes section above) and disadvantaged pupils benefit from the interventions and provision currently in place. Disadvantaged pupils with SEN make progress and we continue to use SEN support plans to carefully timetable provision alongside support using Pupil Premium.

Our evaluation of the approaches delivered last academic year indicates that the following interventions have had the greatest impact:

- Catch Up Phonics
- Early Birds (Morning Club)
- Transition Support
- 1:1 nurture time
- access to clubs

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

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