

Pupil premium strategy statement 2025/26 Tockwith CE Primary Academy

This statement details our school's use of pupil premium (and recovery 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	230
Proportion (%) of pupil premium eligible pupils	19.9% (from 14/11)
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	November 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Justin Reeve
Pupil premium lead	Justin Reeve
Governor / Trustee lead	Harriet Gwinn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,123.22.
Recovery premium funding allocation this academic year	£n/a (not continued for 24/25)
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2022 to 2023 can be carried forward to academic year 2023 to 2024. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£65,123.22

Part A: Pupil premium strategy plan

Statement of intent

At Tockwith CE Primary Academy, a targeted and strategic use of pupil premium funding supports us in achieving our vision:

To allow all pupils are able to live life in all its fullness - John 10:10

We ensure that high quality teaching and learning opportunities meet the needs of all the pupils.

We ensure that effective and appropriate provision is made for pupils who belong to vulnerable groups, through rigorous assessments of their needs.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free schools meals. We reserve the right to allocate Pupil Premium funding to support any pupil of groups or pupils the school has legitimately identified as being socially disadvantaged. A majority of any group will be made up of FSM children.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF.

Strategy Aims for Disadvantaged Pupils

Teaching - whole school strategies	<p>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. ' Pupil Premium Guidance - EEF</p> <p>Focus</p> <p>Effective learning behaviours have emerged from the rich and diverse evidence base represented in the EEF guidance reports on improving behaviour, metacognition and self-regulation, special educational needs in mainstream schools, working with parents, and social and emotional learning.</p> <p>To ensure consistency in high quality wave 1 teaching which leads to continued high outcomes for all children in all phases.</p>
Targeted Approaches	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. Wider strategy.</p> <p>Keen focus on assessment and how that can inform targeted intervention in the form of research based interventions and same day intervention. Effective use of intervention to be used in mixed year groups and larger sized cohorts.</p>
Wider Strategies	<p>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.</p> <p>Pastoral support is at the heart of our vision allowing children to 'live life in all its fullness'.</p> <p>Health and Well Being Surveys, proactive and reactive support by our pastoral lead.</p> <p>Attendance and Pastoral support is facilitated and analysed through the use of CPOMS</p>

Challenges

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

Challenge number	Detail of challenge
1	Gaps in children's learning are identified and gaps are closed.
2	Social and emotional issues
3	Trust wide concerns around disadvantaged data
4	Attendance of a group of our disadvantaged learners

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
Attainment in Reading, Writing and Maths	KS2 Reading, Writing and Maths to be above National Average. No progress data. MTC, Phonics and GLD to be above national.
Higher levels of wellbeing	Health and wellbeing surveys show an improvement in pupil's HWB. Linked to Growing up in North Yorkshire and Ebor's pupil voice
Increased enrichment opportunities	Enrichment register shows increase in the pupil premium participation in afterschool activities and enrichment opportunities in school.
Attendance	Reduction in the % of disadvantaged PA's and improvement of attendance of disadvantaged group.

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher Development –	<p>Consistency in high quality wave 1 teaching has impact on all learners but increased support with teachers on groups of learners and focussed support will have impact</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p> <p>Trust network meetings, Teacher partnership work and release time.</p>	1, 2 ,3 4, 5,
Teachers have a very clear understanding of what gaps in learning and use this to inform planning of learning and plans for intervention strategies.	<p>Assessments at points at the end of the 3 cycles. In depth Pupil progress meetings with all connected staff involved. PP children to be a focal point in conversations, with clear actions set.</p> <p>PIXL to be used to support intervention in class and produce tests for the children. Staff understand PIXL levels and use that language with the focus on B1 children. Class on a page helps to highlight this. Staff to be able to have a greater understanding of Insight and how it can be used to track children's progress.</p> <p>Term 1 - whole system</p> <p>Term 2 focused use of insight linking disadvantaged to attendance</p> <p>This allows for a sharper focus on disadvantaged learners.</p> <p>Interventions to be closely monitored, measuring impact in and out.</p> <p>Pastoral Lead attends meetings for greater understanding of Health and well being</p>	1, 2,
CPD - Subject Leadership	<p>Leaders have a clear understanding of their curriculum intent, the quality of their implementation and impact for the children.</p> <p>Increased high quality monitoring time for all subjects. Structured and timetabled to ensure that broad and balanced curriculum allows all children to live life in all it's fullness. Documentation shared with colleagues and follow up activities are planned. This allows to review safeguarding procedures as well. Disadvantaged learners to be included in their focus.</p>	1,3,4

	<p>Subject leaders play a vital role in delivering curriculum expectations in line with the national curriculum and Ofsted requirements set out under the 'quality of education' judgement. They should ensure they have the necessary training and skills in order to assess and improve the quality of their provision, support staff development and drive up standards.</p> <p>Link governors to quality assure.</p> <p>Link to Ebor network meetings.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Catch up tutor</p> <p>To support children at risk of not making progress and needing catch up. Focussed intervention with qualified teacher as phases with, 3,4,5 and 6.</p> <p>Focus to be responsive to Pupil</p>	<p>Qualified teacher intervention 5 and 6.</p> <p>Small group intervention based on data from previous PPM's and children selected to boost for progress and/or attainment. 2 afternoons per week.</p> <p>Additional support sessions for 3/4 . 1 afternoon session every 3 weeks - HLTA to cover.</p>	1,3
Step lab	Step lab is the vehicle that will allow school to effectively drive standards through focussed work on the ECF and linking CPD to this.	1,3
PIXL focus intervention activities - therapies.	<p>PIXL has run effectively for a year and is used within pupil premium. Helps with the effective use of TA's approach.</p> <p>CPD has been completed - all staff are able to use it effectively. Analyse tests and plan therapies accordingly.</p>	13
<i>Focused intervention - reading fluency and same day intervention.</i>	Reading plus to be used in y2-6. at least 3 x per week in class. Training and English lead to evaluate impact.	1.,2

	<p>Focused intervention – taking advantage of our</p> <p>This is linked https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/ - Part 6 and 7</p> <p>Live marking ensures that the teachers are able to quickly pickup misconceptions. These are then addressed by the teaching assistant either 1-1 or in small group intervention. Additional teacher in ¾ due to large class sizes.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,123

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Lead who will ensure that vulnerable children are supported so they are ready to access their learning.</i>	<p>HWB surveys and case studies have highlighted the importance of pastoral support to allow vulnerable pupils the best chance to access their learning.</p> <p>Cascading of this to other members of staff.</p> <p>Additional time added for Pastoral lead means greater linking of information but also the ability to work with families</p>	2,
<i>Induction programme for vulnerable children and their families who enter the school</i>	<p>Individualised situations highlight the importance of a thorough induction programme for vulnerable children who have entered the school. HWB meeting with the children, parents and with Pastoral lead. Clear understanding of schools offer for the parents and support and links to support networks and outside agencies. Analysis of HWB, and Pupil voice of Ebor.</p>	1,2
<i>Improved supervision work and Trust wide support for Pastoral Lead</i>	<p>Shared work with trust helps to reinforce positive work but also bring new ideas/ways of working. Essential for Pastoral Lead to have time to discuss more complex cases. Supervision 3x per year.</p>	1 and 2

<i>Increased support and robustness for LAC children</i>	Designated teacher, social services and parents to work closely together to ensure effective PEP targets are used and followed. 2x children in the setting	1, 2 4
<i>Robust and rigorous attendance monitoring</i>	Heavily structured programme of monitoring whole school and individual attendance has had a difference in reducing PA's and increasing attendance. Need to continue to monitor groups of disadvantaged pupils. Open dialogue, PA plans and FTP's issued	4
<i>Enrichment activities and residential costs.</i>	<p>School to subsidise vulnerable children to access after school clubs. Increased well being and opportunities to enjoy activities with their peers.</p> <p>Every child</p> <p>The art club targeted a PP children.</p> <p>After school sports club targeted provision.</p> <p>Choir.</p> <p>Support of Band.</p> <p>Young voices</p> <p>Overnight residentials -</p> <p>Year 3 - one night camping at school</p> <p>Year 4 - 2 nights in North Pennines</p> <p>Year 5 - water based activity and camp over night</p> <p>Year 6 - week long - Humphrey Head Lake District</p> <p>Whole school panto Leeds.</p> <p>Whole school theatre production in school</p>	

Total budgeted cost: £65,123

Part B: Review of the previous academic year

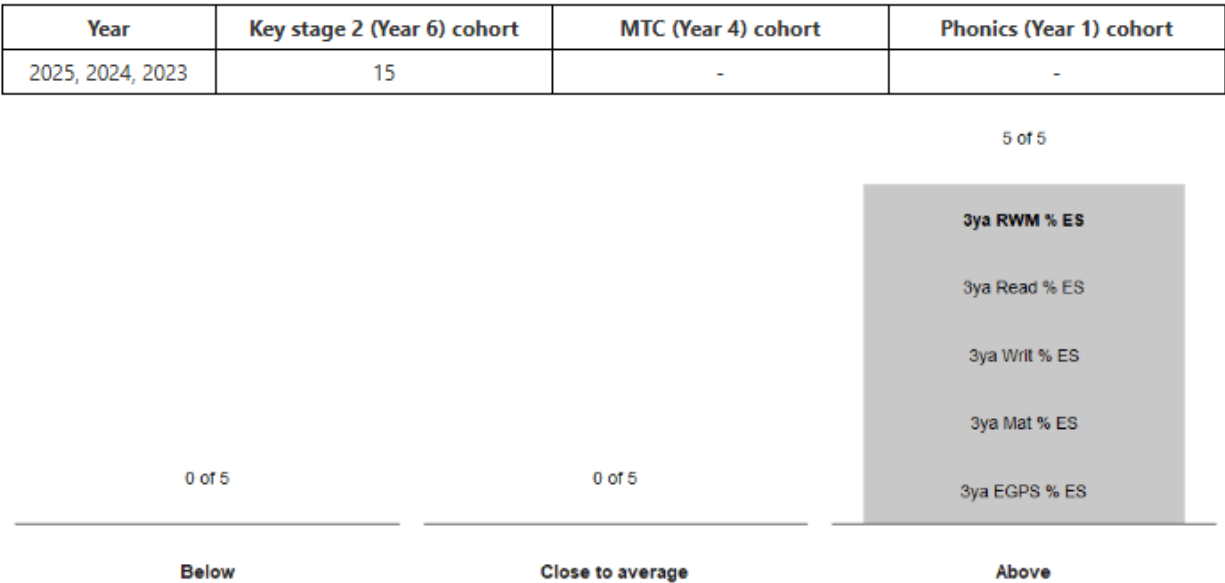
Outcomes for disadvantaged pupils

Disadvantaged

Multi-year average

The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all attainment measures in this report. The school's measures are grouped by the relative performance of their multi-year average for each measure, where available.

The chart is accompanied by a table which provides some information about cohort size for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for reading, writing and mathematics. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.



Individual years

The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all attainment measures in this report. The school's measures are grouped by their relative performance in the latest year, and further divided to show whether that level of performance was observed in the latest year only, or if it has been sustained for the last 2 or 3 years.

The chart is accompanied by a table which provides some information about cohort size and characteristics for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for reading, writing and mathematics. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Key stage 2 (Year 6)		MTC (Year 4)		Phonics (Year 1)	
	Cohort	Context	Cohort	Context	Cohort	Context
2025	4	-	-	-	-	-
2024	6	-	-	-	-	-
2023	5	Low - Stability	-	-	-	-

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	15	67%	46%	Above (non-sig)	68%	-1	Not applicable	Not applicable
2025	4	100%	47%	Small cohort	69%	31	Suppressed	-
2024	6	67%	46%	Above (non-sig)	67%	-1	Suppressed	-
2023	5	40%	44%	Small cohort	66%	-26	Not available	Low - Stability

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	15	73%	62%	Above (non-sig)	80%	-6	Not applicable	Not applicable
2025	4	100%	63%	Small cohort	81%	19	Suppressed	-
2024	6	83%	62%	Above (non-sig)	80%	4	Suppressed	-
2023	5	40%	60%	Small cohort	78%	-38	Not available	Low - Stability

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	15	67%	59%	Above (non-sig)	78%	-11	Not applicable	Not applicable
2025	4	100%	59%	Small cohort	78%	22	Suppressed	-
2024	6	67%	58%	Close to average (non-sig)	78%	-11	Suppressed	-
2023	5	40%	58%	Small cohort	77%	-37	Not available	Low - Stability

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	15	73%	60%	Above (non-sig)	80%	-6	Not applicable	Not applicable
2025	4	100%	61%	Small cohort	80%	20	Suppressed	-
2024	6	67%	59%	Close to average (non-sig)	79%	-13	Suppressed	-
2023	5	60%	59%	Small cohort	79%	-19	Not available	Low - Stability

Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	15	80%	59%	Above (non-sig)	78%	2	Not applicable	Not applicable
2025	4	100%	60%	Small cohort	79%	21	Suppressed	-
2024	6	83%	59%	Above (non-sig)	78%	5	Suppressed	-
2023	5	60%	59%	Small cohort	78%	-18	Not available	Low - Stability

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	38	92.7%	92.6%	Close to average	Relative decline	-
2023/24	35	94.0%	92.0%	Above	Relative improvement	-
2022/23	24	91.3%	91.6%	Close to average	Relative improvement	-

2018/19	16	93.7%	94.4%	Close to average	Not available	High - SEN
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Externally provided programmes

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

Programme	Provider