

Pupil premium strategy statement – Tanners Brook 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 (according to DFE website) (Current NOR 392 (Dec2025))	392
Proportion (%) of pupil premium eligible pupils	145 (37%)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	31 st December 2025
Date on which it will be reviewed	30 th December 2026
Statement authorised by	Ingrid Dowse Head of School
Pupil premium lead	Lisa Welch
Governor / Trustee lead	Stephanie Bolitho Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	184,830
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£184,830 (£6000 allocation of non-staffing)

Part A: Pupil premium strategy plan

Statement of intent

*Our school vision is for our children to strive for their personal best to make their community proud. We aim for our students to follow our Tanners Brook Values **T**hink, **B**elieve, **P**ersevere and **S**ucceed to achieve their own personal best and to make the most progress in their academic and personal education.*

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those that are already high attainers.

High quality teaching is at the heart of this approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged 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.

We aim:

- To deliver good or better learning for all.*
- To raise the in-school attainment for both disadvantaged and their peers.*
- To increase the academic progress of disadvantaged pupils.*
- To raise the attendance of all disadvantaged pupils to over 90% and to aim for over 96%*
- To diminish any attainment gap between the schools disadvantaged pupils and other children.*
- To have high expectations for all children regardless of their background*
- To raise the aspirations of all children, improve their cultural and social capital and ensure that they achieve their personal best.*

Challenges

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

Challenge number	Detail of challenge
1	Special Educational Needs.

	<p>SEND pupils have a learning difficulty or disability which calls for special educational provision to be made for them.</p> <p>There are 59 children on the SEND register (16 have EHCPs and 43 are SEN support).</p> <p>28 (19.3%) disadvantaged pupils at Tanners Brook Primary School are registered as SEND learners.</p> <p>9 disadvantaged children have an EHCP.</p> <p>7 of these 9 disadvantaged children have speech, language, and communication needs.</p> <p>1 disadvantaged child has SEMH as a primary area of need.</p> <p>1 disadvantaged child has moderate learning difficulties.</p> <p>6 disadvantaged pupils have autistic spectrum disorder.</p> <p>1 disadvantaged child is vision impaired.</p> <p>2 disadvantaged children have social, emotional, and mental health needs.</p>
2	<p>English as an additional language (EAL).</p> <p>A learner of English as an additional language (EAL) is a pupil whose first language is other than English. First language is the language to which the child was initially exposed to during early development and continues to use in the family home and the community.</p> <p>17% (24 pupils) of the 145 disadvantaged children at Tanners Brook Primary School are registered as EAL learners.</p>
3	<p>Attendance.</p> <p>Persistent low attendance causes gaps to develop within pupil subject knowledge.</p> <p>Previous attendance records show that the attendance for pupils eligible for pupil premium was 92.92% for 2024-25 compared to 94.81% for non-pupil premium children. The gap between eligible and non-eligible pupils has therefore decreased again from 2.46% in 2023-24 to 1.89% in the last academic year.</p> <p>41% (60) disadvantaged pupils have an attendance figure below 90% for the current academic year to date. (11 of these children are in Year R.)</p>
4	<p>Communication and language.</p> <p>Delayed language development can mean an inability to use and understand speech and language to communicate and fully engage with the curriculum. This can have a significant effect on future school performance.</p> <p>5.5% of disadvantaged learners (8 pupils) at Tanners Brook Primary School have required speech and language support this year.</p>
5	<p>Parental Engagement.</p>

	Parents of disadvantaged children are often under-represented at parental events e.g., parents’ evenings, consultation meetings, learning workshops, assemblies etc. In Autumn 2025, 31% of disadvantaged pupils had no parental engagement at parents consultation events (compared with 12% of non-disadvantaged pupils).
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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 and attainment in Reading	Reading outcomes at expected for disadvantaged pupils at the end of Year 6 (81%) continue to be a strength when compared with national data (63%). (national non-disadvantaged = 81%)
Progress and attainment in Writing	Writing outcomes at expected for disadvantaged pupils at the end of Year 6 (81%) continue to be a strength when compared with national data (59%). (national non-disadvantaged = 78%)
Progress and attainment in Mathematics	Mathematics outcomes at expected for disadvantaged pupils at the end of Year 6 (71%) continue to be a strength when compared with national data (61%). (national non-disadvantaged = 80%)
Phonics	Attainment in line with national non-disadvantaged standards
Attendance	Continue to maintain the attendance of disadvantaged pupils to be above national disadvantaged and to be in line with national primary data for all pupils (94.48% 2024-2025)

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: £102,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Run the Read, Write, Inc programme to develop language acquisition for all pupils. Access to age-appropriate texts and reading books which also match the current phonics stage of development in learning; ensure fluent reading and comprehension skills and further embed a culture and love of reading. Ensure Early Reading Lead tracks progress and fidelity to the programme and monitors its effectiveness as well as providing staff CPD and coaching opportunities.</p>	<p>EEF Project – Read, Write Inc Phonics and Fresh Start. CLICK HERE FOR INFORMATION.</p> <p>EEF Guidance Report: Preparing for Literacy. CLICK HERE FOR INFORMATION.</p> <p>EEF Guidance Report: Improving literacy at KS1. Recommendation 3: Effectively implement a systematic phonics programme. CLICK HERE FOR INFORMATION.</p> <p>EEF Guidance Report: Improving literacy at KS2. CLICK HERE FOR INFORMATION.</p> <p>The Reading Framework (DFE) – Teaching the foundations of literacy: Sections 3-5 CLICK HERE FOR INFORMATION.</p> <p>Teaching and Learning Toolkit – Reading Comprehension strategies. CLICK HERE FOR INFORMATION.</p>	<p>1, 2, 4,</p>
<p>Improve the effective provision for SEND pupils across the school. Staff CPD around SEND is timetabled into the training schedule for the academic year.</p>	<p>EEF Guidance Report: Special Educational Needs in Mainstream schools. CLICK HERE FOR INFORMATION</p> <p>EEF Guidance Report: Making Best Use of Teaching Assistants. CLICK HERE FOR INFORMATION.</p> <p>Teaching and Learning Toolkit – Teaching Assistant Interventions. CLICK HERE FOR INFORMATION.</p>	<p>1, 2, 4,</p>
<p>Ensure mathematical fluency to support rapid progress for all pupils. Run Number Sense in years 1-4 to</p>	<p>EEF Guidance report: Improving Mathematics in the Early Years and KS1. CLICK HERE FOR INFORMATION.</p>	<p>1, 2, 4</p>

<p>teach, reinforce and retain fluency skills. Run Number Sense Times Tables in KS2. Staff CPD on Maths mastery and fluency timetabled in to the training schedule for the year.</p>	<p>EEF Guidance Report: Improving Mathematics in KS2 and KS3. CLICK HERE FOR INFORMATION.</p>	
<p>Development of the Early Years curriculum.</p>	<p>EEF Guidance report: Preparing for Literacy Recommendation 1: Prioritise the development of communication and language. Recommendation 3: Develop children’s capability and motivation to write. Recommendation 6: Use high quality assessment to ensure all children make good progress. CLICK HERE FOR INFORMATION</p>	<p>1,2,3,4</p>

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

Budgeted cost: £76,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Small group tuition led by experienced teaching staff.</i></p>	<p>Teaching and Learning Toolkit – small group tuition. CLICK HERE FOR INFORMATION</p>	<p>1.2,3,4</p>
<p><i>Read, Write, Inc programme developed across the school to improve reading fluency from an early age. Small group catch up interventions for identified children in the afternoons.</i></p>	<p>EEF Project: Read, Write, Inc Phonics and fresh start. CLICK HERE FOR INFORMATION.</p> <p>EEF Guidance Report: Improving literacy at KS2. CLICK HERE FOR INFORMATION.</p>	<p>1,2,3,4,</p>

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the cultural capital of all pupils by introducing the Tanners Brook 7 for 7 (7 activities in 7 years) and continue to develop a Forest School at Tanners Brook Primary to build children’s resilience, independence, and emotional well-being.</p>	<p>EEF Guidance report: Outdoor adventure Learning. CLICK HERE FOR INFORMATION.</p> <p>EEF Guidance report: Improving behaviour in schools. CLICK HERE FOR INFORMATION</p>	<p>1,2,3,4,5</p>
<p>Introduce and develop the Outdoor Play and Learning (OPAL) programme across the school. Encourage parental involvement through donations, ‘Eat with the children’ sessions in KS1, surveys, parental meetings and Facebook contributions.</p>	<p>EEF Guidance report: Working with parents to support children’s learning CLICK HERE FOR INFORMATION</p> <p>EEF Guidance report: Improving behaviour in schools. CLICK HERE FOR INFORMATION</p> <p>Outdoor Play and Learning CLICK HERE FOR INFORMATION</p>	<p>1,2,3,4,5</p>
<p>Develop the School’s approach to promoting a culture of positive well-being for both staff and children through the use of the Happy Minds programme (which is backed by the NHS).</p>	<p>EEF Guidance report: Improving social and emotional learning in Primary schools. CLICK HERE FOR INFORMATION</p> <p>EEF Guidance report: Metacognition and self-regulated learning. CLICK HERE FOR INFORMATION</p> <p>EEF Guidance report: Improving Behaviour in schools. CLICK HERE FOR INFORMATION</p>	<p>1,2,3,4,5</p>

Total budgeted cost: £184,830

Part B: Review of the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

Summary

Overall Outcomes

Good progress Average Progress Minimal progress

The attainment of our disadvantaged pupils is above national data for disadvantaged pupils at KS2. For reading, writing and maths combined data for Year 6 shows that disadvantaged pupils performed better than national disadvantaged at expected. The gap between disadvantaged and other pupils is significantly smaller than national figures (2.8% against a national gap of 21.6%). Writing outcomes at expected for disadvantaged pupils at the end of Year 6 (85%) continue to be a strength when compared with national data (60%).

For 2024-2025 data, the national gap between disadvantaged and non-disadvantaged pupils in phonics is 16.6%. Disadvantaged pupils at Tanners Brook achieved better than non-disadvantaged pupils (92.9% disadvantaged/83.9% non-disadvantaged).

Teaching

Good progress Average Progress Minimal progress

There has been good progress ensuring that our Read, Write, Inc program provided for all pupils is of high quality and is taught with fidelity. We continue to fund external support and development in relation to the Read Write Inc programme to support progress in early reading. Staff continue to receive regular training and some staff have had additional development to assess the children which means that the reviewing is completed quickly in order to inform new groupings and progress. Systematic checks and monitoring by the Early Reading lead ensures consistency across KS1 and also for the children who continue to access the scheme in KS2. (This was highlighted as a strength in our recent OFSTED inspection.)

Assessment of writing is secure across the school and supports the effective identification of pupil needs.

The development of our pedagogical model and the new lesson structures has provided continuity in all lessons for both the staff and the children and has meant that the children understand what they are learning and when, as well as ensuring that they are able to remember more due to the rapid review and rapid recall sections of each lesson. Evidence-based staff CPD has been prioritised in line with school priorities. This is closely monitored for impact and good practice is shared.

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

Good progress Average Progress Minimal progress

There is evidence that pupils in small group interventions led by experienced staff make good progress and attain well. The Graduated Approach is used effectively to identify which children need targeted support and this is organised on an individual basis. Pupil Passports have been co-produced with parents highlighting children's strengths, barriers to learning, strategies to support them and short-term SMART targets. These are working documents but are formally updated on a termly basis.

A new SEMH graduated response to children with some behaviour concerns has been introduced and the SEMH panel sits weekly at ELT to identify support that can be put in place. Children are reviewed regularly.

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

Good progress Average Progress Minimal progress

Developing a Forest school has been a huge success. 2 members of staff are fully trained level 3 Forest School practitioners and have run this every week to support EVERY child in year 4 to develop resilience, independence and to improve their emotional and mental health. Student feedback has been entirely positive throughout the year at every single session. Parental survey feedback shows that 100% of the parents said that their child enjoyed taking part in Forest School and that the only thing that could make it better is completing more of it.

The My Happy Minds programme has also been a huge success and the school gained bronze accreditation last academic year. Pupil voice results show that PP children can vocalise the scientific reasons for changes in the body, how to recognise these signs and know how to self-regulate their emotions both inside and outside of school.

Student well-being has been supported by ELSA interventions on either an individual or group basis. All children who are a LAC, CIN or CP automatically receive these and if there is evidence of any difficulties at home or at school they are put in place in conjunction with parents.

Disadvantaged pupils are prioritised for inclusion in extra-curricular activities. Some roles and responsibilities across the school are solely for PP children such as the Digital Leaders.

Outcomes for disadvantaged pupils

The data below shows the academic performance for disadvantaged pupils (taken from the LA perspective lite/analysis website) and shows that our performance against National outcomes is very good for phonics and that disadvantaged pupils in year 6 outperformed non disadvantaged students and were also above national.

Year 1 Phonics

	Your School						Southampton LA		National
	NOR	Number A or D	Number working towards	Number working at	Average score	% Working At	Average score	% Working At	% Working At
All Pupils	45	2	4	39	36.0	87%	33.0	78%	80%
Disadvantaged	14	1	0	13	38.2	93%	30.1	68%	67%
Other Pupils	31	1	4	26	35.1	84%	34.2	83%	83%

Year 6 2025

Pupils Groups	School Cohort	Reading			Writing			Maths			R,W,M Combined		
		Sch.	Nat.	Diff.	Sch.	Nat.	Diff.	Sch.	Nat.	Diff.	Sch.	Nat.	Diff.
Disadvantaged	21	81%	63%	+18%	81%	59%	+22%	71%	61%	+11%	71%	47%	+24%
Other Pupils	38	74%	81%	-7%	82%	78%	+3%	79%	80%	-1%	71%	69%	+2%

Year 6 GDS/Higher Standard

Pupil Groups	School Cohort	Reading			Writing			Maths			R,W,M Combined		
		Sch.	Nat.	Diff.	Sch.	Nat.	Diff.	Sch.	Nat.	Diff.	Sch.	Nat.	Diff.
Disadvantaged	21	33%	21%	+12%	10%	7%	+3%	29%	15%	+13%	10%	4%	+6%
Other Pupils	38	39%	39%	+1%	18%	16%	+3%	34%	31%	+3%	13%	11%	+3%

Vocabulary and reading are a high priority.

One to one reading continues to be prioritised, and all children complete this at least once a week at school.

Reading activity is actively rewarded and celebrated.

The incorporation of Read, Write Inc (please see the school SIP) aimed to use a nationally accredited scheme to improve overall performance. All staff continue to receive update training this academic year and the Silent Signals are being used across the school to support transitions in all classrooms. Small group 'stage not age' sessions continue to run every morning and small group interventions in the afternoons are for pupils who need additional support to develop resilience and fluency in their reading progress.

The development of writing.

Writing moderation reports demonstrate evidence of the writing journey from the planning stage to the final published piece. Finished pieces are displayed and the children's work is celebrated in class and for parents who visit to see the outcomes.

Teacher assessed writing grades for pupils in year 6:

Expected: disadvantaged 85% (60% nationally) and non-disadvantaged 83% (79% nationally)

Greater Depth: disadvantaged 10% (6.6% nationally) and non-disadvantaged 16.7% (15.8% nationally)

Groups of learners who are underachieving are identified and support put in place.

Transition documents for secondary schools were completed and vulnerable children identified and given extra support and provision during the transition period.

All nursery/childcare providers were either contacted or visited prior to the EY children starting school so that provision and support could be put in place especially for the disadvantaged children or children with additional needs.

All staff used the Graduated Approach to identify children who needed additional support. Requests were made for interventions and the SENCO organised these and collated the information on the progress made to support children with additional needs. Pupil Passports have been co-produced with parents highlighting children's strengths, barriers to learning and short-term SMART targets.

Phase Leaders met weekly with the Headteacher to discuss progress of key pupils including spotlight children who are mainly SEND and or pupils eligible for pupil premium.

Annual reviews took place to ensure that EHCP target provision was being met.

Termly pupil progress meetings with teachers, phase leaders and the Headteacher ensured that those who required extra support including disadvantaged children were identified and action occurred.

TA training sessions were run both on INSET days and during school time and these are now scheduled into the CPD training programme to ensure that interventions are run effectively and lead to accelerated progress.

Further improve the teaching of Maths.

Our school Maths lead is now fully trained as a maths Primary Mastery Specialist.

Number sense ran in all classes for years 1-4 to help improve mathematical fluency.

To support retention and application of times tables knowledge, all KS2 classes followed the Number Sense Times Tables programme.

The Headteacher provided booster sessions in year 6 which created smaller class sizes in the remaining Maths sets.

Year 4 multiplication check results 2025:

Average score: 22.8 (21.1 national all/21.7 national non-disadvantaged)

Scored 25/25: 43% (37% national)

Data shows that disadvantaged pupils in year 6 (2024-2025) performed better than national disadvantaged figures for maths (Tanners Brook 75%, National 61%). The gap between disadvantaged and non-disadvantaged is narrower than the national gap (2.8%/19.9%)

Attendance.

Since the introduction of the statutory government guidance 'Working together to Improve School attendance' we have:

- introduced a new attendance policy.
- held weekly meetings to analyse the data and introduced a more robust set of tiered communications with parents.
- communicated frequently with our EWO and held Targeted support meetings to plan a joint way forward.
- Run non stat meetings termly with more parents to encourage them to ensure that their children's attendance is over 96% and to help reduce any barriers to poor attendance.
- Ensured that attendance is a priority when meeting with staff and also with parents at parents' consultation evenings.

Academic Year/month	% of pupil eligible for pupil premium with attendance under 90%
December 2022	29.9
December 2023	20.5
December 2024	19.2
December 2025	24.1

The table above shows that the attendance rate for pupils eligible for pupil premium was significantly improved over recent years but has dropped this academic year to date. This is partly due to the level of illness that we have experienced so far this year as well as parents taking children out of school. It has also been affected by 5 pupils in Early Years, 3 pupils with long term medical conditions and one who is SPA due to emergency housing. If you take these 8 students out of the calculations the figure is 21.4% of pupil pre-

mium children have attendance under 90% to date (December 2025). Attendance therefore remains a high priority for our school and is included in our SIP and all teachers are having training in order to distribute the leadership of this vital safeguarding area and to ensure that we are supporting parents to enable their children to be in school as much as possible.

To minimise the impact of staff absence on disadvantaged pupils, four HLTAs continue to offer high quality support and continuity in the classrooms.

Overall attendance of disadvantaged children last academic year was 92.92% which was an increase of 0.12% on the previous academic year.

Personal Development and Behaviour.

The school previously graduated from the Government Behaviour Hubs programme and introduced our new and upgraded behaviour policy. All children and staff were trained on this and the new system is robust and clear for pupils, parents and staff members. This was ratified by the governors and behaviour resets happen each half term to ensure that there is fidelity to the policy.

Furthermore, a new graduated approach to SEMH has been introduced across the school to ensure that any children who are experiencing any issues have support in place so that they can access the learning in class.

Parental survey results (November 2025) show that 97% of parents believe that the school makes sure its pupils are well behaved. Staff survey results show that 94% of staff feel that behaviour is good at this school (December 2025) and also that the school has a culture that encourages calm and orderly conduct and is aspirational for all children.

Parental Engagement.

Friends' events are now planned and structured into the school timetable. Parental attendance at parent consultation evenings is high and a successful Summer Fair was trialled in July with positive feedback received. VIP assemblies where individual children are celebrated continue to be very popular and attendance at class assemblies and end of topic showcases remains strong.

Parent surveys showed that:

November 23: out of 247 responses, 99% would recommend the school

November 24: out of 252 responses, 98% would recommend the school.

November 25: out of 228 responses, 99% would recommend the school.

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
Read Write Inc/Oxford Owl	Ruth Miskin
Number Sense Fluency	Number Sense Mathematics
Number Sense Times Tables	Number Sense Mathematics
Times Tables Rock Stars	Maths Circle Ltd

Service pupil premium funding (optional)

Currently there are no children on roll who are categorised as a service pupil premium child.