

# Pupil premium strategy statement – Tewin Cowper CofE VA 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	116
Proportion (%) of pupil premium eligible pupils	11.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026 2026-2027 2027-2028
Date this statement was published	March 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Katheryn Wilson
Pupil premium lead	Katheryn Wilson
Governor / Trustee lead	Claudia Cowap-Whiskin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,290
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£20,290

# Part A: Pupil premium strategy plan

## Statement of intent

At Tewin Cowper CofE Primary School our vision is inspired by the parable of the Mustard Seed (Matthew 13:31–32), which reminds us that even the smallest seed, when nurtured, can grow into something strong and flourishing. This vision reflects our commitment to recognising the potential within every child and ensuring that all pupils are given the support they need to grow, thrive and succeed.

Our pupil premium strategy is rooted in this belief. We recognise that some pupils face additional barriers to learning due to disadvantage, and our responsibility as a school community is to nurture their potential so that every child can flourish academically, socially and emotionally. A central aim of this strategy is to reduce the attainment gap between disadvantaged pupils and their peers while ensuring that all pupils achieve their full potential.

Through this strategy we aim to ensure that disadvantaged pupils:

- receive high-quality teaching that enables them to achieve well across the curriculum
- develop confidence, resilience and independence as learners
- feel safe, valued and supported within our school community
- are able to participate fully in the wider life of the school

High-quality teaching lies at the heart of our approach because evidence shows it has the greatest impact on improving outcomes for disadvantaged pupils. Alongside this, we provide targeted academic support and wider strategies that address barriers such as attendance, wellbeing and confidence. Our approach is responsive to pupils' needs and informed by robust assessment and ongoing evaluation of impact.

As part of our commitment to providing a rich and inspiring curriculum, pupil premium funding may also be used to support disadvantaged pupils in accessing wider enrichment opportunities, including participation in Rocksteady music tuition. This provision reflects our vision of the mustard seed: that small opportunities, when nurtured carefully, can grow into meaningful experiences that build confidence, creativity and a strong sense of belonging.

Participation in music tuition enables pupils to work collaboratively, develop perseverance and experience success beyond the academic curriculum. Through learning an instrument, rehearsing with peers and performing together, pupils develop valuable personal and social skills including resilience, teamwork and self-expression. For some disadvantaged pupils, these opportunities may not otherwise be accessible. By removing financial barriers, the school ensures that pupils are able to experience the full breadth of the curriculum and develop talents and interests that support both their wellbeing and personal growth.

Leaders monitor the impact of this provision through pupil voice, participation rates and observations of pupils' engagement, confidence and contribution to school life.

Our strategy is underpinned by the following key principles:

- Nurture and growth – recognising that every child has potential that can flourish with the right support
- Equity and inclusion – ensuring pupils receive the support they need to succeed
- High expectations for all – maintaining ambitious expectations for disadvantaged pupils
- Early intervention – identifying needs quickly and responding effectively
- Whole-school responsibility – ensuring all staff share accountability for improving outcomes for disadvantaged pupils

By living out our vision of the mustard seed, we aim to ensure that every child at Tewin Cowper grows in confidence, knowledge and character, and leaves our school ready to flourish in the next stage of their education.

Leaders regularly evaluate the impact of pupil premium provision to ensure that funding is used effectively and that strategies are adapted where necessary to improve outcomes for disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality for a small number of disadvantaged pupils remains below that of their peers. Evidence shows that persistent absence has a negative impact on pupils' progress and attainment.
2	Internal assessment and national data indicate that some disadvantaged pupils have gaps in reading, writing and mathematics compared with non-disadvantaged pupils. Recent data also indicates some decline in attainment in reading and mathematics, highlighting the need to strengthen consistency of teaching and targeted support.
3	Assessments, observations and pupil discussions indicate that some disadvantaged pupils have a more limited vocabulary, which can affect their ability to access the curriculum and articulate their thinking across subjects
4	Some disadvantaged pupils demonstrate lower levels of resilience, confidence and independence when approaching learning tasks. This can impact their engagement with learning and willingness to take risks in their learning.
5	Some disadvantaged pupils have fewer opportunities to participate in wider enrichment activities, such as music tuition, due to financial barriers. This can limit opportunities to develop confidence, creativity and

	collaboration, and may impact pupils' engagement and sense of belonging within school.
--	--

## 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
Improved attendance for disadvantaged pupils	The attendance gap between disadvantaged and non-disadvantaged pupils is reduced to less than 1%. Persistent absence among disadvantaged pupils is in line with or below national averages. Pupils on attendance support plans demonstrate improved attendance over time.
Improved reading attainment among disadvantaged pupils	Increasing proportions of disadvantaged pupils achieve age-related expectations in reading. Pupils demonstrate improved fluency and comprehension evidenced through phonics outcomes, internal assessment data and book scrutiny.
Improved mathematics attainment among disadvantaged pupils	Disadvantaged pupils demonstrate improved attainment in mathematics, with the majority achieving age-related expectations and making at least expected progress from their starting points.
Improved writing attainment among disadvantaged pupils	Increasing proportions of disadvantaged pupils achieve age-related expectations in writing. Writing across the curriculum demonstrates improved vocabulary, sentence structure and stamina.
Improved vocabulary development	Pupils demonstrate increased use of ambitious and subject-specific vocabulary in both spoken and written language, evidenced through pupil discussions, lesson observations and work scrutiny.
Improved resilience and confidence in learning	Pupils demonstrate greater independence and perseverance when tackling learning challenges. Behaviour for learning is strong and pupils show positive attitudes to learning.

Increased confidence, participation and engagement through access to Rocksteady music tuition	Disadvantaged pupils supported through pupil premium are able to participate in Rocksteady music sessions. Pupil voice demonstrates increased confidence and enjoyment in collaborative music activities and performance opportunities.
---	---

## 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: £10,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development to embed systematic synthetic phonics and reading strategies across EYFS and KS1	Phonics approaches have a strong evidence base for improving early reading outcomes	2
Continued implementation of Whole Class Reading strategies	Reading comprehension strategies show strong evidence for improving attainment	2,3
Training and implementation of Essential Writing (HfL) across the school	Structured writing instruction supports improved writing outcomes	2
Continued development of mastery mathematics teaching with support from Maths Hub	Mastery approaches improve conceptual understanding and attainment	2
Teacher coaching and mentoring to strengthen adaptive teaching	Professional development improves teaching quality and pupil outcomes	2, 3

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

Budgeted cost: £6,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group reading interventions	Evidence from the Education Endowment Foundation (EEF) indicates that small group tuition can lead to additional progress for pupils when targeted effectively.	2, 3
Phonics interventions for pupils needing additional support	Targeted phonics interventions accelerate reading progress	2
Targeted mathematics support sessions	Small group tuition improves attainment in maths	2
Additional vocabulary development activities through reading and curriculum learning	Oral language interventions significantly improve learning outcomes	3

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

Budgeted cost: £3,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and personalised support for families	Evidence shows targeted attendance strategies improve pupil attendance	1
Implementation of a behaviour curriculum focused on resilience and learning behaviours	Social and emotional learning approaches improve behaviour and attainment	4
Financial support for educational visits and enrichment activities	Access to enrichment improves engagement and aspiration	4
Financial support for disadvantaged pupils	Research suggests participation in arts and music can support pupils' confidence, engagement and	4, 5

to access Rocksteady music tuition	collaboration, contributing positively to personal development and motivation for learning.	
------------------------------------	---	--

**Total budgeted cost:** £20,290

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Following changes in leadership, the new leadership team undertook a review of the previous pupil premium strategy to evaluate its impact and identify priorities for further improvement. Leaders analysed a range of evidence to develop an accurate understanding of outcomes for disadvantaged pupils.

This review drew on multiple sources of information, including:

- internal assessment data
- national assessment outcomes
- phonics screening results
- pupil voice
- attendance data

These sources enabled leaders to evaluate both academic outcomes and wider factors that may influence pupils' progress and engagement with learning.

#### Reading

Reading attainment across the school is broadly strong, reflecting the consistent implementation of systematic phonics teaching in the early years and Key Stage 1, alongside whole-class reading approaches in Key Stage 2. These approaches have supported pupils in developing secure decoding skills, reading fluency and comprehension, and there is a positive culture of reading for pleasure across the school.

However, analysis of assessment data indicates that some disadvantaged pupils do not yet secure reading skills in line with their peers. While overall attainment remains positive, leaders have identified that targeted support is required to ensure disadvantaged pupils close the gap and develop the fluency and comprehension needed to access the wider curriculum successfully.

#### Writing

Writing outcomes have been identified as an area for further development. While pupils are developing secure reading skills, leaders identified that pupils require more opportunities to apply their reading knowledge, vocabulary and grammatical understanding when writing across the curriculum. Strengthening the teaching of writing and increasing opportunities for purposeful extended writing has therefore been prioritised within the school's improvement planning.

## Mathematics

Mathematics attainment remains broadly positive. The continued implementation of mastery approaches to teaching mathematics has supported pupils in developing conceptual understanding and mathematical reasoning. Leaders will continue to embed these approaches to ensure that disadvantaged pupils make strong progress from their starting points and achieve age-related expectations.

## Attendance

Attendance among disadvantaged pupils has improved over time and the gap between disadvantaged pupils and their peers continues to narrow. Leaders recognise that attendance remains a key factor in supporting strong outcomes and will continue to prioritise early identification of absence, supportive engagement with families and targeted intervention where required.

## Wellbeing and behaviour

The school's therapeutic approach to behaviour and wellbeing continues to support pupils' confidence and engagement in learning. Leaders recognise that strong relationships, consistent behaviour expectations and explicit teaching of positive learning behaviours are key to supporting pupils' resilience and wellbeing.

Following leadership changes, the school reviewed previous provision, including the Dog Mentor programme. As this programme is no longer available, leaders have prioritised sustainable approaches embedded within daily school practice, including the development of a behaviour curriculum and strengthened pastoral support. These approaches ensure that pupils' wellbeing and confidence continue to be supported in a consistent and sustainable way.

## Externally provided programmes

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

Programme	Provider

## Service pupil premium funding (optional)

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

## Further information (optional)

At Tewin Cowper CofE Primary School we are committed to ensuring that financial circumstances do not prevent any pupil from accessing the full range of opportunities offered by the school. Where appropriate, pupil premium funding may be used to support participation in educational visits, enrichment activities and wider curriculum opportunities. We believe that every child is entitled to experience a broad, engaging and enriching curriculum which supports both academic success and personal development.

The pupil premium strategy is carefully implemented and monitored to ensure that funding is used effectively to improve outcomes for disadvantaged pupils. Leaders recognise that successful implementation requires ongoing evaluation and adaptation to meet pupils' needs.

The pupil premium strategy is closely aligned with the school's wider improvement priorities, including the School Development Plan focus on improving outcomes in writing and mathematics. This ensures that strategies to support disadvantaged pupils are embedded within whole-school improvement work and that addressing disadvantage remains a collective responsibility for all staff.

The impact of the strategy is monitored termly by the Headteacher and senior leaders through a range of evidence, including:

- analysis of internal assessment data in reading, writing and mathematics
- attendance monitoring and review of persistent absence
- evaluation of targeted interventions and support programmes
- book scrutiny and curriculum monitoring
- pupil voice and discussions with pupils about their learning experiences

Where provision is shown to have limited impact, leaders review and adapt approaches to ensure that resources are directed towards strategies that demonstrate the greatest benefit for pupils.

Governors receive regular updates on the progress of disadvantaged pupils through Headteacher reports and standards committee meetings. This enables governors to provide appropriate support and challenge regarding the effectiveness of the school's pupil premium strategy and its impact on pupil outcomes.

As a small school, the number of pupils within specific groups, including those eligible for pupil premium funding, represents a relatively small proportion of the overall pupil population. In order to protect the confidentiality of pupils and families, some detailed information and data which could lead to individual pupils being identified has been omitted from this published statement.

Further information relating to the school's pupil premium provision and its impact can be made available to relevant agencies upon request through the Headteacher.