

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Trumpington Park Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	116 (28%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2028/2029
Date this statement was published	19/12/2025
Date on which it will be reviewed	24/07/2026
Statement authorised by	Mrs Mel Shute, Headteacher
Pupil premium lead	Miss Joanna Warboys
Governor / Trustee lead	Head Governor / Trustee lead Mrs Penny Todman, Chair of the Academy Council and lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 183,883.13
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£ 183,883.13

Part A: Pupil premium strategy plan

Statement of intent

At Trumpington Park Primary School (TPPS), our intention is to ensure that pupils in receipt of Pupil Premium funding are provided with high-quality opportunities, experiences and targeted support to minimise the impact of disadvantage. We aim for all disadvantaged pupils to achieve at least good outcomes across the curriculum and to make strong progress from their individual starting points.

We want our children to develop the social, emotional and academic skills they need to be successful throughout their primary education, as they transition confidently into secondary school, and as lifelong learners. This includes developing resilience, self-awareness, confidence and positive social skills.

Our curriculum is carefully designed to be ambitious, engaging and inclusive. It provides children with meaningful, motivating experiences that encourage active participation and high levels of engagement. Learning is coherently sequenced and age-appropriate, ensuring that core knowledge and skills are built upon progressively over time.

High-quality teaching is central to the success of our Pupil Premium strategy. Children access learning within the classroom through clear, purposeful adaptations and scaffolding that support independence while maintaining high levels of challenge. We are committed to providing a rich, vocabulary-led curriculum, recognising the crucial role that oracy plays in enabling children to become articulate, confident communicators.

We prioritise the early development of fluent readers, particularly in Key Stage 1, through the systematic teaching of phonics using *Little Wandle* and its associated interventions. We believe that secure reading fluency and comprehension are essential for accessing the wider curriculum, enhancing educational experiences and fostering a lifelong love of reading for pleasure.

Our inclusion team works closely with families and remains informed about the challenges and barriers faced by our pupils. This enables us to establish a strong and secure foundation that supports children's academic progress and personal development.

We recognise that children learn best when there is a strong partnership between home and school. Developing positive relationships with parents and carers and strengthening parental engagement remains a key priority. Families are regularly supported and signposted to appropriate services through our family support and welfare officers, with clear and consistent communication.

Assessment is used effectively and regularly to identify gaps in learning and wider needs. This allows us to implement targeted support swiftly, ensuring that knowledge, skills and confidence are built for individuals or groups of pupils as required.

In addition, our objectives for disadvantaged pupils are to:

- Ensure pupils are physically and mentally healthy, enabling them to achieve their full potential, including access to in-school therapeutic and wellbeing support.
- Provide access to a wide range of curricular and extra-curricular opportunities.
- Secure strong outcomes across the curriculum, particularly in phonics (Reception and Year 1), reading, writing and mathematics, so pupils meet at least national expectations.
- Increase the proportion of disadvantaged pupils achieving greater depth at the end of Key Stage 2 in reading, writing and mathematics.
- Improve attendance for pupils in receipt of Pupil Premium funding, working towards sustained attendance above 95%.

To ensure our Pupil Premium strategy is effective, we:

- Invest in high-quality professional development for all staff.
- Use evidence-informed approaches underpinned by robust diagnostic assessment.
- Ensure disadvantaged pupils are appropriately challenged in all aspects of their learning.
- Intervene early when need is identified.
- Work collaboratively across the Trust, including Pupil Premium leads, Headteachers and SENDCos.
- Deploy additional teaching assistant support effectively.
- Plan and deliver personalised interventions.
- Provide counselling and wider pastoral support where appropriate.
- Promote strong and meaningful parental engagement.

Challenges

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

Challenge number	Detail of challenge
1	Low starting point for children entering Reception On entry to Reception, baseline assessment shows that 73% of our disadvantaged children are below age-related expectations in Reading, Writing, Number and Self-Regulation with 54% being significantly behind.
2	Attendance Children in receipt of PP generally have lower attendance levels than their peers which impacts negatively on their attainment levels.
3	Parental Engagement With high levels of disadvantage, we continue to prioritise parental engagement with home learning and reading support to positively impact the ongoing retention and reinforcement of learning.
4	Growing numbers of families in need of social care support An increasing number of families within our community are facing complex challenges, including parenting support needs, SEND, mental health difficulties, domestic abuse and financial concerns, which require close partnership working with social care services.
5	Mental health There is an increasing prevalence of mental health and SEMH needs among disadvantaged pupils, highlighting the importance of timely, evidence-based pastoral and therapeutic support alongside high-quality teaching.
6	Speech, Language and Communication Many pupils have lower levels of oracy and vocabulary, resulting in an increased need for targeted language and social communication interventions to support effective communication and cooperative learning.
7	Attainment of specific year groups Internal data shows that attainment for some disadvantaged children in Key Stage 2 is below that of non-disadvantaged children in the core subject areas. Despite starting from a lower baseline in Reception, we want our children to continue to achieve above 90% in the Phonics Screening Check.
8	Increased mobility within our school community The school experiences a high level of pupil mobility, which can impact continuity of learning and progress, requiring targeted support to ensure all pupils quickly settle and achieve their potential.

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
Families are able to access a wider range of support both through self-referral and supported by school.	Attendance improves for disadvantaged pupils. Family engagement improves across the school body. Families are confident to ask for support if needed. School staff know what support is available and how to signpost families to appropriate support.
Greater reading attainment and accelerated levels of progress for readers	Phonic Screening Check above 90% for pupils in Year 1. Year 2 SATS data for reading is in line with national. Children read for pleasure. Maintain our status as a Little Wandle champion school. Reading fluency developed across the school through Rapid Catch Up and LW fluency programme, including through the reading fluency programme.
Attendance continues to improve	Improved attendance levels are sustained. Rate of persistent lateness declines. Improved attainment for persistent absentees.
Improved outcomes for pupils in Key Stage 2	Pupils achieve higher or in line with national standards. Pupils are given wider opportunities and experiences to support learning. Increased opportunities support the use of vocabulary.
Children leave EYFS having made at least good progress.	EYFS data is at least in line with national average. Communication and vocabulary improves from children's starting points.
Children are confident in how to manage their SEMH	Staff trained in Respectful Relationships approach.
Children who move to our school settle quickly and engage successfully with our school curriculum.	Children settle into their new school community quickly.

	Good working relationships with local schools to ensure children can access a continuation of support.
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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: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All ECTs accessing the ECF two year induction programme delivered by Education Development Trust and Cambridgeshire & Peterborough Teaching School Hub	ECF Framework and guidance Early career framework reforms: overview DfE	1, 6, 7
ECT +1's access additional weekly release time for observations of HQT. Access additional coaching to develop practice.	https://teaching.blog.gov.uk/category/support-for-ects/	1, 7
All teaching staff and HLTA's are part of a weekly coaching model focussed around pedagogy, using research based approaches e.g. Walkthrus.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&utm_medium=search&utm_campaign=site_search&search_term=professional%20development	1, 7
Embed dialogic activities to support the development of language. Purchase resources and fund staff training time.	The importance of developing language is based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both. Oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	1, 5, 6, 7

	<p>Oral Language Intervention EEF educationendowmentfoundation.org.uk</p> <p>The Powerful Words project is driven by research highlighting the 30,000 word gap between PP and non-PP children. It aims to close this gap by introducing all children to rich language and vocabulary.</p> <p>Closing the Vocabulary gap – Alex Quigley</p> <p>NELI whole class – initiative aimed at developing the language skills of all children but has been shown to be especially effective for children from disadvantaged backgrounds.</p> <p>https://oxfordassessment.com/research/overview/</p>	
Ensure provision of high-quality feedback.	<p>High-quality feedback can lead to an average of eight additional months' progress over the course of a year. Assessment and Feedback EEF educationendowmentfoundation.org.uk</p> <p>Formative assessment can improve children's learning. Formative Assessment EEF educationendowmentfoundation.org.uk</p>	1, 3, 6, 7
<p>Consistent monitoring of LW phonics programme and continuation of LW visits (as part of Champion school status)</p> <p>LW spelling programme.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</p> <p>Phonics EEF educationendowmentfoundation.org.uk</p> <p>https://www.littlewandlelettersandsounds.org.uk/about-us/our-pedagogy/</p>	1, 6, 7, 8
Social and emotional learning (SEL) approached to be embedded.	<p>Transition support ensures children are well prepared for the next steps in their school life.</p> <p>School Transitions EEF educationendowmentfoundation.org.uk</p> <p>Trauma based training for all staff. Understanding a pupil's context will inform effective responses to misbehaviour</p> <p>Introduction to Adverse Childhood Experiences</p> <p>Early Trauma Online Learning</p> <p>Improving behaviour in schools EEF educationendowmentfoundation.org.uk</p>	2, 3, 4, 5, 6
<p>Developing interventions for Maths through Mastering number and Number sense.</p> <p>Whole school CPD on the effective use of these resources.</p>	<p>Our intervention offer for Maths has been developing over the last 2 years to ensure that we have interventions that are really effective and enable children to make rapid progress.</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p>	1, 7, 8

Role of PP champion – 1.5 days a week to track progress, target and run interventions, monitor data.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1, 3, 6, 7, 8
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT services (NHS)	One-to-One Tuition EEF educationendowmentfoundation.org.uk	5, 6
Use of strong research and evidence informed interventions	Some examples of these are: LW Rapid Catch up LW Keep up Precision Teaching First Class at Number Sensory Circuits NELI (whole class) Number Sense	1,3,5,6,7
1:1 support	Supporting high needs children prior to EHCP application to enable them to access the curriculum and make progress.	1, 3, 6, 7

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Physical activity sensory skills Sensory circuits	Physical activity has important benefits in terms of health, wellbeing and physical development. The benefits of physical activity have a positive impact for core academic attainment particularly literacy and mathematics. Physical Activity EEF educationendowmentfoundation.org.uk	3, 4, 5, 6
Senior Mental Health Lead Training	Mental Health lead training is part of our whole school approach to recognise the importance of positive mental wellbeing for all. Learning outcomes for senior mental health leads in schools and colleges DfE Promoting children and young people's mental health and wellbeing Children and Young People's Mental Health Coalition	2, 3, 4, 5, 6, 7
Therapeutic play therapy provision for identified children Trauma Informed practitioner	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged children to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and Emotional Learning EEF educationendowmentfoundation.org.uk	3, 4, 5, 6
Inclusion Team (three members of staff) Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Attendance Officer working with families and alongside the Welfare Officer.	Use of inclusion team to work with children and families to encourage support for increased attendance, behaviour and wellbeing support as well as talking therapies such as Drawing and Talking. As stated above, our attendance data for children in receipt of PP is lower than non disadvantaged children DfE's Improving School Attendance Advice. An Attendance Officer in post to work collaboratively with our Welfare Officer to monitor, assess and advise on improvements	2, 3, 4, 5, 6, 8

	with attendance for our disadvantaged families. Meetings held to educate as to the importance of attendance and support offered as needed.	
Breakfast club for targeted children.	Breakfast Club supports children with their transition from home to school and enables them to have a positive and settled start to the day. This results in increased attendance for targeted children and a reduction in persistent absentees.	2, 3, 4, 5
Provision for all children to access extra-curricular activities and school trips.	 EEf educationendowmentfoundation.org.uk https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833	3, 4 and 7
Provision for all children to learn to play a musical instrument – all PP children given a recorder.	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833	4 and 7
Emotional support available to service children.	Evidence that supports this approach Challenge number(s) addressed Provision of Emotional Support Assistant support for Service Pupils SPP should be used to offer pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.	Challenges 3, 5 and 7
Breakfast Club – staffing, equipment, food and toothbrushes.	Children invited to our school run Breakfast Club who would benefit from a structured start to the day or who need support to increase attendance in school.	2, 3, 4 and 5

Total budgeted cost: £ 190,000

Pupil premium strategy outcomes

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

Increasing the numbers of children at Breakfast club and the introduction of a more rigorous monitoring system by our attendance officer increased the attendance of PP children from 93.1% 2023/2024 to 94.3% 2024/2025.

Whole-staff professional development (CPD) has focussed on accelerating the pupils' academic progress and their social and emotional development, including whole school Respectful Relationships (Therapeutic Thinking) training. Our Inclusion Team of three members have had a positive effect by increasing parental engagement. We have had higher numbers of families asking to be signposted to additional support. A number of children have benefited from emotional support offered by our welfare officers.

The further embedding of the Little Wandle Phonics programme has had a hugely significant impact on the reading ability of our PP children. This has included targeted interventions in the form of daily Keep Up sessions for KS1, fluency reading sessions three times a week and daily Rapid Catch Up sessions for Y2 and KS2 children.

National assessments at the end of the academic year 2024-25 were as follows:

- Reception – 57.1% of disadvantaged children achieved GLD, versus 67.7% of the whole cohort.
- Year 1 – 78.5% of disadvantaged children passed the PSC, versus 90% of the whole cohort.

Year 2 Data

Subject	ARE+	PP ARE+
Reading	83.3%	61.5%
Writing	75%	53.8%
Maths	83.3%	53.8%

Year 6 Data		
Subject	ARE+	PP ARE+
Reading	80%	64%
Writing	74.5%	64%
Maths	79%	55.6%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle Phonics	Little Wandle
First Class at Number	Edge Hill University
Therapeutic Thinking	Therapeutic Thinking – Beacon Innovation Centre
Mastering Number	NCETM
NELI	Nuffield Foundation
Number Sense	NRICH
Herts for Reading	Herts for Learning Ltd.