

## 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   | Tame Valley Academy        |
| Number of pupils in school  | 225 inc Nursery<br>208 R-6 |
| Proportion (%) of pupil premium eligible pupils   | 73%                        |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024 – 2027                |
| Date this statement was published   | December 2025              |
| Date on which it will be reviewed   | December 2026              |
| Statement authorised by   | A. Byrne                   |
| Pupil premium lead  | A. Byrne                   |
| Governor / Trustee lead   |                            |

### Funding overview

| Detail  | Amount      |
|---|-------------|
| Pupil premium funding allocation this academic year   | £217,150.00 |
| Recovery premium funding allocation this academic year  | N/A         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £41,600     |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £258,750    |

# Part A: Pupil premium strategy plan

## Statement of intent

As outlined in the academy's pupil premium policy, pupil premium funding is allocated to support 'disadvantaged' pupils. The measure the Government currently uses for this is a child's eligibility for free school meals.

We have very clear aims at Tame Valley Academy that all our pupils have the opportunity to engage in an ambitious curriculum, which has been constructed and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital to succeed in life.

Through our curriculum, pastoral support and personal development, we strive to ensure that all pupils are able to fully access their learning and are able to achieve their very best.

We provide a broad and balanced curriculum, which engages and motivates all pupils so that they achieve increasingly well and take pride in their learning.

All staff understand who our disadvantaged pupils are and how best to challenge / support / develop them according to their individual needs.

Regularly updated inclusion portfolios and pupil progress meetings that all information relating to pupils' strengths and areas for development are routinely analysed and understood and that interventions and support can be closely monitored and evaluated.

We recognise that our disadvantaged pupils are at further detriment following the pandemic, with gaps in many year groups and year groups having widened. Education and SEMH recovery is integral to our pupil premium strategy over the next academic year and beyond.

The additional funding is used primarily to support closing the gap in the attainment and progress of disadvantaged pupils compared to other non-disadvantaged pupils nationally.

At Tame Valley this funding plays an important part of our work to ensure that all our pupils have the opportunity to succeed. The impact of funding on the progress and attainment of disadvantaged pupils is carefully monitored and evaluated by the Senior Leaders of the academy.

**NB: Disadvantaged gap is predicated on high disadvantaged numbers – 73% pupil premium**

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Low attainment on entry to EYFS across all areas means that accelerated progress needs to be made across Nursery and Reception to ensure that pupils achieve a GLD and are ready to access the KS1 curriculum and ensure KS2 outcomes continue to improve.            |
| 2                | Communication and language skills well below chronological age are evident from Nursery and continue throughout the academy. This impacts on pupils' ability to be clearly understood, by confident in speaking and in articulating their learning or pastoral needs. |
| 3                | Many disadvantaged pupils and families present with significant safeguarding issues, including parent mental health, domestic abuse, family members in prison, etc. These issues can lead to complex and significant social and emotional difficulties for pupils.    |
| 4                | The attendance of disadvantaged pupils is below National and persistent absence is above national. Absenteeism is negatively impacting the progress, attainment, personal development and wellbeing of disadvantaged pupils.  |
| 5                | Gaps between attainment and progress of disadvantaged / other pupils (Academy and National comparisons) exist across a range of year groups and subjects.   |

## 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  |
|--|---|
| Increased attendance / decreased persistent absence of disadvantaged pupils. | Attendance figures for disadvantaged pupils will increase by a minimum of 1%<br>(Attendance, punctuality, unauthorised absence, persistent absence)   |
| Barriers between school and home will be broken down.                        | Parental engagement in their children's education will increase.<br>Families will be well supported by the academy when additional support is required.<br>Pupils will be better prepared for school. |

|  |  |
|--|--|
| Increased attainment and of disadvantaged pupils across all key stages and subjects. | Attainment in Reading, Writing and Maths will increase across all year groups.   |
| Social and emotional barriers to learning will be broken down.                       | Disadvantaged pupils and families will be well supported with behaviour, mental health issues and safeguarding concerns; as well as basic needs such as food and clothing. |

## 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: £137,600.97

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Teaching Assistants to work with disadvantaged pupils in the afternoons to close gaps, address misconceptions and provide additional challenge through targeted interventions. | <p>-Disadvantaged measures in Reading, Writing, Maths and Combined at the End of Key Stage 2 to continue to be above national disadvantaged measures.</p> <p>-Disadvantaged measures for Phonics to continue to be above national disadvantaged measures.</p> <p>Pupils will receive increased adult support with learning.</p> <p>Pupils' books will show that gaps have been closed and learning has been extended.</p> <p>Assessment information will be effectively used to identify interventions and next steps required.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/teacher-feedback-to-improve-pupil-learning">Teacher Feedback to Improve Pupil Learning   EEF</a><br/>(<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/standardised-tests">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF</a><br/>(<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> | <b>1, 2, 5</b>                |
| English and Maths Lead to provide additional support across EYFS, KS1 and KS2 to ensure  | <p>Pupils in EYFS rely heavily on high quality interactions with adults to develop their communication and language skills.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/preparing-for-literacy">Preparing for Literacy   EEF</a><br/>(<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>  | <b>1, 2, 5</b>                |

|  |   |                     |
|--|---|---------------------|
| <p>that teaching is of a high standard consistently, with gaps between disadvantaged and other pupils being effectively addressed and reduced.</p>   | <p>Pupils in KS1 develop language and literacy skills through planned and precise teaching of vocabulary and effective teaching of decoding, fluency and comprehension skills, including the effective teaching of phonics.</p> <p><a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Pupils across KS2 are consolidating their literacy skills, building their vocabulary and developing their fluency and confidence as speakers, writers and readers of language.</p> <p><a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p> |                     |
| <p>Curriculum resourcing to enhance the delivery of the curriculum offer and wider curriculum offer.</p> <p>This includes our increasing SEND cohort of children.</p> <p>Curriculum resourcing for EYFS curriculum development</p> | <p>Access to technology and curricular materials is key to enhance curriculum delivery.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net">Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net">Pupil Premium menu evidence brief.pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Early Years Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p>   | <p><b>1,2,5</b></p> |
| <p>High Quality Evidence informed CPD based on Walkthrus and theories of learning to support mastery learning</p>  | <p>Access to high quality CPD and resources leading to consistently high quality first teaching and teaching and learning pedagogy</p> <p><a href="https://educationendowmentfoundation.org.uk">Mastery learning   EEF</a></p>  | <p><b>1,5</b></p>   |
| <p>Use of digital technologies to enhance curricular delivery and teaching and learning – modelling new concepts and ideas.</p> <p>Classvr.com</p>   | <p><a href="https://educationendowmentfoundation.org.uk">Using Digital Technology to Improve Learning   EEF</a></p>   | <p><b>3,4,5</b></p> |

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

Budgeted cost: £15000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Speech and Language Therapist to work with identified pupils across the academy (0.5 days per week), with a high focus on support and training for EYFS staff in particular. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:<br><a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions-eeef">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> | 1, 2, 5                       |
| Subscribe to Third Space Learning for one-to-one bespoke Maths tutoring through AI.  | <a href="http://www.thirdspacelearning.com">www.thirdspacelearning.com</a><br>Independent trial indicates 7 months progress in 14 weeks of the programme.   | 5                             |

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

Budgeted cost: £ 106,149.03

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Employment and training of Pastoral Manager.<br>PM to lead on Early Help support.<br>PM to carry out full DSL duties in school.<br>PM to build professional relationships with individual parents and direct them to targeted support as appropriate.<br>PM to attend meetings such as LAC Reviews, PEPS, CP | Barriers between individual families and school broken down.<br>Parents state (via questionnaires) that they feel well supported by school.<br>Persistent absence / lateness of individual pupils decreased.<br>Improved relationships between school and families.<br><a href="https://www.educationendowmentfoundation.org.uk/working-with-parents-to-support-childrens-learning-eeef">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a> | 3, 4                          |

|  |  |             |
|--|--|-------------|
| conferences, CIN meetings, etc.  |  |             |
| Half-termly incentivised parent workshops to be delivered across the school focusing on areas of the curriculum identified by parents. | Barriers between individual families and school broken down.<br>Improved relationships between school and families.<br>Parents will be able to support their children with home learning.<br><a href="https://www.educationendowmentfoundation.org.uk">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a> | <b>3, 4</b> |
| SLA with Music Service to provide musical instruments and tuition for Year 4 and some Year 5 pupils.                                   | All children in Year 4, and disadvantaged children in Year 5 who wish to, will have weekly music lessons where they learn to play an instrument.   | <b>3</b>    |
| Educational Visits made accessible to all pupils to ensure coverage of a broad and balanced curriculum                                 | Money allocated to subsidise educational visits to ensure all pupils are able to access experiences which broaden their learning in school.  | <b>All</b>  |
| Half-termly incentives focusing on behaviour and attendance for pupils.  | As per behaviour and attendance policies, incentives given weekly, half termly and termly to reward positive behaviour and attendance.<br><a href="#">Supporting attendance   EEF</a>  | <b>3, 4</b> |
| Attendance admin assistant 0.1 per week  | School, LA and DfE focus on attendance – DfE provided school target is to increase attendance of PP children across the school and 0.5% overall.<br><a href="#">Supporting attendance   EEF</a>  | <b>All</b>  |
| Curriculum resourcing and development – including professional development   | Money allocated to ensure that the core and wider curriculum is enhanced and sufficient to raise attainment and progress across all subject areas  | <b>All</b>  |
| CPD and resourcing for metacognition and self-regulation for both teachers and children  | High impact but cost is for professional development training, potential time out of class for staff to research; observe good practice or attend training courses.<br><a href="#">Metacognition and self-regulation   EEF (+8 months)</a>   |             |
| Funded breakfast club provision for targeted disadvantaged families  | <a href="#">The impact of breakfast on learning in children - Family Action</a><br>Tame Valley Academy is a high PP school and money is to be allocated to ensure more children receive a good breakfast to enhance wellbeing and ability to learn.  | <b>3,5</b>  |

|   |  |              |
|---|--|--------------|
| To set up and run a school food bank aimed at supporting those in food poverty.   | <a href="#">Food banks in schools in England - Baker - British Educational Research Journal - Wiley Online Library</a> | <b>3,4,5</b> |
| Top set up and run a school clothing bank aimed at supporting those with socio-economic challenges and to improve uniform standards | N/A  | <b>3,4,5</b> |

**Total budgeted cost: £ 258,750.00**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

| <b>Data 24-25 – IDSR predicated on High FSM and High mobility</b> |                            |                   |                   |            |                 |             |
|---|----------------------------|-------------------|-------------------|------------|-----------------|-------------|
| <b>EYFS GLD</b>   |                            |                   |                   |            |                 |             |
| <b>Tame Valley Academy</b>  |                            | <b>Birmingham</b> |                   |            | <b>National</b> |             |
| 60%   |                            | 59.5%             |                   |            | 61.6%           |             |
| <b>PHONICS</b>  |                            |                   |                   |            |                 |             |
|   | <b>Tame Valley Academy</b> |                   | <b>Birmingham</b> |            | <b>National</b> |             |
| <b>All</b>  | 93.1%                      |                   | 88.1%             |            | 89%             |             |
| <b>Disadvantaged</b>  | 86.7%                      |                   | 74.8%             |            | 66.6%           |             |
| <b>KS2 SATS ALL</b>   |                            |                   |                   |            |                 |             |
|   | <b>Tame Valley Academy</b> |                   | <b>Birmingham</b> |            | <b>National</b> |             |
|   | <b>ARE</b>                 | <b>GDS</b>        | <b>ARE</b>        | <b>GDS</b> | <b>ARE</b>      | <b>GDS</b>  |
| <b>Reading</b>  | 66.7%                      | 20%               | 73.9%             | 33.4%      | 75.1%           | 33.3%       |
| <b>Writing</b>  | 66.7%                      | 10%               | 67.6%             | 9.4%       | 72.3%           | 12.8%       |
| <b>Maths</b>  | 70%                        | 10%               | 74.1%             | 27.8%      | 74.1%           | 26.3%       |
| <b>GPS</b>  | 63.3%                      | 6.7%              | 74.3%             | 35.6%      | 72.6%           | 29.6%       |
| <b>Combined</b>   | 56.7%                      | 6.7%              | 60.8%             | 7.2%       | 62.2%           | 8.4%        |
| <b>KS2 SATS Disadvantaged</b>                                     |                            |                   |                   |            |                 |             |
|   | <b>Tame Valley Academy</b> |                   | <b>Birmingham</b> |            | <b>National</b> |             |
|   | <b>ARE</b>                 | <b>GDS</b>        | <b>ARE</b>        | <b>GDS</b> | <b>ARE</b>      | <b>GDS</b>  |
| <b>Reading</b>  | 63.2%                      | 26.1%             | 68.1%             | 26.8%      | Unavailable     | Unavailable |
| <b>Writing</b>  | 60.9%                      | 13%               | 63.9%             | 7.5%       | Unavailable     | Unavailable |
| <b>Maths</b>  | 69.6%                      | 13%               | 67.3%             | 21%        | Unavailable     | Unavailable |
| <b>GPS</b>  | 60.9%                      | 68.4%             | 68.4%             | 28.4%      | Unavailable     | Unavailable |
| <b>Combined</b>   | 56.5%                      | 8.7%              | 53.8%             | 4.9%       | Unavailable     | Unavailable |

### 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

| <b>Programme</b> | <b>Provider</b> |
|------------------|-----------------|
| N/A              | N/A             |
| N/A              | N/A             |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A     |

## Further information (optional)

N/A