

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2025 to 2026 academic year 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	Tadpole Farm CE PA
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	20.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 - 2025/26
Date this statement was published	16/12/25
Date on which it will be reviewed	16/12/26
Statement authorised by	John Spencer
Pupil premium lead	John Spencer
Governor / Trustee lead	Roger Cole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138, 494
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	£138, 494

Part A: Pupil premium strategy plan Statement of intent

Tadpole Farm C of E Primary context

Tadpole Farm CE Primary Academy is a two-form entry primary academy which opened in September 2014. The School is part of the Blue Kite Trust (joined in January 2025). The school currently has 415 pupils on roll as well as children attending the on-site Nursery.

The school is guided by its Christian Vision and Values, which underpin daily life at Tadpole Farm CE Primary Academy. These values run as a thread through all aspects of school life and learning. We recognise that these values are shared by people of all faiths and none, and this is reflected in the inclusive way pupils learn about and live out our values. Our school vision is **LEAP (Love, Enquire, Achieve, Partnership)**, underpinned by the Bible verse: *"Everything is possible for one who believes"* (Mark 9:23).

Tadpole Farm CE Primary Academy is located within Tadpole Garden Village, a large new-build housing development which, when complete, will comprise approximately 2,500 homes. The school predominantly serves families living within this community. The pupil population is culturally and economically diverse, broadly reflecting the demographic profile of schools across Swindon.

20.7% for Pupil Premium funding. 18.8% of pupils are identified as having Special Educational Needs and/or Disabilities (SEND), 3.1% have an Education, Health and Care Plan (EHCP). 18.1% are identified as having English as an Additional Language (EAL), with some pupils joining the school with little or no English. Additionally, 0.5% of pupils are Children Looked After (CLA), 5% are identified as Young Carers, and 2.5% are from Service families. 35.2% of pupils are from Black and Asian Minority Ethnic communities, which is broadly in line with local averages.

In the most recent Ofsted inspection in January 2024, Tadpole Farm CE Primary Academy was judged to be **Good**. The school also received a very positive SIAMS inspection in 2025. Personal Development of pupils was named a strength in both reports.

Pupil Premium strategy objective

The ultimate objective for the TFCEPA Pupil premium strategy is to ensure that disadvantaged children acquire the necessary knowledge skills and cultural capital to succeed in the next phase of their education and in their life in general. This means that the;

- Attendance of disadvantaged pupils is in line with their non disadvantaged peers nationally
- Performance of disadvantaged pupils is in line with their non disadvantaged peers nationally

Key principles of the pupil premium Strategy:

Tadpole Farm C of E Primary school will;

- Live the School Vision & Values (LEAP) which aim to create a safe environment where all children, including those with social and emotional and mental health needs, feel secure and able to learn.
- Have a deep understanding of its local context
- Hold the highest ambitions and hopes for all pupils including the disadvantaged and those with SEND.
- Inform the strategy by the best and most secure educational research evidence.
- Focus resource and attention on the quality of teaching in all lessons.
- Deliver high quality, on-going professional development and support to teachers and teaching assistant to enable them to have the knowledge and skills necessary to be the best educators they can be.
- Provide effective keep-up and catch-up academic interventions to prevent children falling behind.
- Enable all parents to feel valued co-educators and able to be involved in the life of the school.

Challenges

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

Challenge number	Detail of challenge
1	Lower levels of language and communication, impacting on levels of attainment in reading and writing.
2	Limited experiences of a broad range of social and cultural opportunities due to higher levels of social economic deprivation.
3	Groups of pupils with lower levels of engagement and resilience in learning.
4	Increased Social Emotional and Mental health Needs as a result of Adverse Childhood Experiences.
5	Some families with historic poor attendance or lateness.
6	Lower levels of parental engagement.
7	Gaps in learning

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
Children make good progress and the attainment gap between disadvantaged, and the non- disadvantaged, continues to narrow year on year.	End of Key stage, Y1 and 2 phonics screening checks and internal data analysis shows attainment gap between PP & Non- disadvantaged is narrowing.
Vocabulary of our disadvantaged children is increased to enable them more readily learn across curriculum.	Internal data shows attainment gap between disadvantaged and non-disadvantaged is narrowing in all year groups.
Disadvantaged children will access a rich range of curricular and extra-curricular opportunities and experiences during their time at TF.	Children will be able to talk about opportunities and experiences they have had at school and have the cultural capital necessary to succeed in their next phase of education.
Improve the attendance and punctuality of disadvantaged children	Reduce gap in attendance rates and punctuality between disadvantaged and non- disadvantaged. Disadvantaged children reach the national average attendance for all pupils

Disadvantaged children show greater engagement and resilience in their learning.	Disadvantaged pupils demonstrate positive learning behaviours within lessons.
Raise the aspirations of our disadvantaged	Disadvantaged children understand the value of education and the pathways beyond primary school that are available to them. They are ambitious for their own future.
The SEMH needs of children are comprehensively met	Children with SEMH needs are increasingly able to access learning within the classroom

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: £39,494

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality, consistent teaching of phonics and early reading.</p> <p>Regular monitoring activities (Ramsbury Hub Project).</p> <p>Identify staff training opportunities.</p>	<p>EEF research shows phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p> <p>DfE- The English Hubs network is fundamental to delivering the programme of achieving the intended aim of improving the teaching of early reading for all children across the country to ensure that every child is a reader.</p>	1,7
<p>Focused Assessment for Learning CPD</p> <p>Increased opportunities for learning walks, book looks, pupil voice – monitoring and moderation.</p>	<p>Feedback may have a positive impact through supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve.</p>	1,3,7
<p>Gain greater impact through the deployment of teaching assistants.</p> <p>Develop Professional Development system (Perspective)</p>	<p>Through following the DELTA project and EEF guidance on 'Making the best use out of teaching assistants' we will use TAs to improve quality first teaching, deliver effective interventions and develop children's skills such as independence. "The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year."</p>	1,3,7
<p>High Quality intervention and addressing of misconceptions is consistent</p>	<p>'The one teaching intervention that could most benefit a range of students, including those in disadvantaged groups, is the use of pre-learning and over-learning' – Daniel Sobel – Narrowing the Attainment Gap.</p>	1,3,7

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

Budgeted cost: £74,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged children have SEMH support to enable them to access learning. Lighthouse Team support	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Trackable on INSIGHT.	3,4
Nurture Group interventions	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Improvements seem more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers were committed to the approach appeared to be important. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school. EEF Teaching and Learning Toolkit	1,2,3,4,7
1:1 and small group tuition in phonics, reading, writing and maths – led by	“There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils' specific needs; and that it can be particularly effective for disadvantaged pupils.” EEF. “Evidence indicates that one to one tuition can be effective, providing approximately +5 additional months progress on average.” - EEF	1,3,7

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Approach:	EEF Teaching and Learning toolkit	1,3,4,7

<p>To develop and embed positive behaviour culture based on positive relationships to enable all children to access learning in school. Clear sanctions support approach.</p> <p>Recognition Boards Celebration Worship Use of Class Dojo points Behaviour Plans</p>	<p>The Behaviour approach will be implemented in order to ensure consistency for all children, particularly with SEMH needs. It will support restorative conversations that link to our school ethos and values 'Rooted in love'.</p>	
<p>Nurture provision to support high needs SEMH.</p> <p>NEST, DEN, BEEHIVE & SENSORY area developed to support nurture</p> <p>Inclusion Team</p> <p>Lighthouse Team support</p>	<p>'On average, social emotional learning (SEL) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment' EEF teaching and Learning Toolkit</p> <p>'Rising numbers of children are presenting with mental health difficulties in schools and current teaching environments are struggling to keep up. Many children have a high ACE score (meaning multiple adverse childhood experiences) known to leave children at risk of mental and physical ill-health later in life and even early death' (The ACE study Felitti and Anda, a study involving over 17,000 people). Children spend 190 days a year at school so we believe that schools are very well placed to pick up the baton and help these children.' Trauma Informed Schools</p>	1,2,3,4,7
<p>'Volunteering in Schools' course for parents.</p>	<p>"Parental engagement has a positive impact on average of 4+ months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps – EEF. "Both targeted behavioural interventions and universal approaches have positive overall effects (+ 4 months)." – EEF.</p>	5,6
<p>Family Link Workers to support families with regular coffee and chat sessions and support for home-learning (including development of new breakfast club)</p>	<p>"Parental engagement has a positive impact on average of 4+ months additional progress. – EEF. Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>"Both targeted behavioural interventions and universal approaches have positive overall effects (+ 4 months)." – EEF</p>	5,6
<p>Rich curriculum of opportunities and experiences funded for PP children including extra-curricular clubs. (Eg. Drama, Sport, Animal Petting)</p>	<p>Participation in the arts has an impact of 3+ months – EEF teaching and learning Toolkit</p>	2

Financial support for PP families (clubs, residential, trips, music lessons)		
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Total budgeted cost: £138,494

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 2021 to 2022 academic year.

Headlines –

- Attendance – above Trust and National averages overall and for PP & SEN pupils as of 1st December 2025
- Positive reflections on Learning Behaviours, SEMH support, safeguarding and Personal Development in OFSTED report (Jan '24)
- Embedded approach to Worship ensures that all pupils engage with a range of activities which focus on spiritual and emotional development (SIAMs '25)
- Clearer processes for identifying and providing a wide range of interventions and compulsory tracking on INSIGHT
- All pupil premium children accessed targeted support from Support Staff
- Parent Support offered through Inclusion Team, targeted drop ins & Family Links course

Externally provided programmes

Lighthouse Team (BKAT)	Gymnastics
PGL Residential Y6	Drama
Y3 and Y5 Catch Up swimming	Swindon Music Provision

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Specific Service Children nurture group – TA led Drama project led by external provider

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<ul style="list-style-type: none"> - Increased confidence and engagement - Developed a sense of belonging between group members - Higher than average attendance from group members
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