

Pupil Premium Strategy Statement 2025/26

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Tonge Moor Primary Academy
Number of pupils in school	459
Proportion (%) of pupil premium eligible pupils	227/459 - 49.45%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	18th December 2025
Date on which it will be reviewed	1 st October 2026
Statement authorised by	Nicola Whittaker
Pupil premium lead	Natalie Kelleher
Governor / Trustee lead	Graham Cohen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£304, 515
Total	£304, 515

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to provide every child with an ambitious, inclusive, and progressive curriculum that enables them to make excellent progress from their unique starting points and equips them with the knowledge and skills for lifelong learning.

To achieve this, our Pupil Premium Strategy is built on the following key principles:

- A broad and balanced curriculum delivered through high-quality, first teaching that meets the needs of all pupils.
- A whole-school commitment: every member of staff is responsible for addressing the social, emotional, and academic needs of all pupils.
- Strong partnerships with families to offer support and raise aspirations.

Our intention is that all pupils—regardless of background or challenges—make good progress and achieve high attainment across all subjects. The strategy focuses on supporting disadvantaged pupils to reach this goal, including those who are already high attainers.

At the heart of our approach is high-quality teaching, targeted to areas where disadvantaged pupils need the most support. This has the greatest impact on closing the attainment gap while benefiting all pupils. Implicit in our intended outcomes is the aim to sustain and improve attainment for non-disadvantaged pupils alongside progress for their disadvantaged peers.

In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. Therefore, this funding is used to support any pupil or groups of pupils the school has identified as needing additional support to close the gap.

Challenges

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

Challenge number	Detail of challenge
1	Delayed/underdeveloped language acquisition on entry
2	Children entering the school significantly below age related expectations
3	Children have difficulties keeping up with age related expectations for reading
4	Growing number of SEND children entering school, particularly those with high needs
5	Lack of aspirations reducing motivation and commitment to learning
6	Social & emotional difficulties, including medical and mental health issues

7	Limited experiences beyond home life and immediate community, lack of enrichment opportunities to develop cultural capital of pupils
8	Low attendance and persistent absenteeism

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
To close the gap between disadvantaged pupils and their peers so that <i>all</i> pupils make progress towards achieving the expected standard for their stage.	Pupils achieve age related expectations In line with their peers nationally. A greater proportion of disadvantaged pupils to achieve GDS.
Increased language and communication skills for children in EYFS.	Higher percentage of children to achieve the Communication & Language ELG & Literacy ELG.
Increased percentage of those reaching the expected standard in the phonics screening check	Greater number of Y1 pupils to achieve the expected standard in June 2025.
To provide the children with greater opportunities to develop their understanding and experience of the wider world.	Pupils to have raised aspirations and to access the Tonge Moor Primary Academy enriched curriculum.
To improve attendance and reduce persistent absenteeism.	To achieve 96.5% overall attendance. To use parent support contracts and the support of our attendance officer to tackle persistent absenteeism.
SEND children are identified swiftly, monitored and where appropriate support provided.	SEND pupils are identified and added to the SEND register. SEND pupils are well supported in class and make good progress. SEND provision for higher needs pupils is enhanced and meets their individual needs.
To develop the cultural capital of our pupils to ensure they gain the essential knowledge they need to be educated citizens.	Pupils to be provided with an enriched curriculum which prepares them for future success.

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: £311,490.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ 3.0 FTE TAs in Reception	<i>EEF teaching and learning toolkit</i> : Small group tuition has an average impact of four months' additional progress over the course of a year.	1-6
Continue to employ 12.0 FTE TAs in Year 1-6	Small group tuition has an average impact of four months' additional progress over the course of a year.	1-6
Employ additional SEND support for key pupils and groups across school.	<i>EEF teaching and learning toolkit</i> :	1 & 6
Purchase annual subscription of Schoot for all stakeholders	<i>EEF guidance report 'Effective professional development'</i> : Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.	1-7
Introduction of staff coaching model to support excellent teaching	<i>EEF guidance report 'Effective professional development'</i> : Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.	1-7
Employ 0.1 Teaching staff to provide curriculum leadership release for middle leaders	<i>EEF guidance report 'Effective professional development'</i> : Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.	1-6

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

Budgeted cost: £32,326.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver small group interventions for those making less than expected progress	<i>EEF teaching and learning toolkit</i> : Small group tuition has an average impact of four months' additional progress over the course of a year.	1-6

Deliver RWI 1:1 Tuition for Rec – Y6 for those who are significantly behind their expected standard.	<p><i>EEF Phonics and Teaching and Learning Toolkit:</i></p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p><i>EEF One to one tuition & Teaching and Learning Toolkit:</i></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p>	1-3
Purchase yearly subscriptions for: <i>Ruth Miskin</i> <i>LBQ</i> <i>White Rose Maths</i> <i>TT Rockstars 142</i> <i>Testbase</i> <i>IDL</i> <i>Widget</i> <i>Purple Mash</i> <i>Reading Plus</i> <i>WELLCOMM</i> <i>ABC Does</i> <i>Grammarsaurus</i>	<p><i>EEF teaching and learning toolkit:</i> Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><i>EEF teaching and learning toolkit:</i> Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><i>EEF teaching and learning toolkit:</i> Mastery approach +5 months impact</p> <p><i>EEF guidance report 'Improving Mathematics'</i></p>	1-6
Additional SEND provision to swiftly identify, support and monitor: Providing support to those awaiting funding for no EHCP <i>Woodbridge Outreach</i> <i>Educational Psychologist</i> <i>Dyslexia Aware Quality Mark</i>	<p><i>EEF Special Educational Needs in Mainstream schools evidence review:</i> Supplementing High-Quality Teaching: TAs are most effective when they support high-quality classroom teaching, helping to implement strategies like scaffolding and structured, small-group interventions.</p>	1-6
Deliver Booster classes for Y6	<p><i>EEF teaching and learning toolkit: Small group tuition has an average impact of four months' additional progress over the course of a year.</i></p>	1-4

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

Budgeted cost: £59,486.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Bloom well-being support. Specialist Behaviour support service to support teachers, wider support staff and parents.	<i>EEF teaching and learning toolkit Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year</i>	4, 5, 6 & 7
Continue to employ 1.0 FTE pastoral officers	<i>EEF teaching and learning toolkit Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year</i>	4, 5, 6 & 7
Continue to employ Attendance Officer to support families with low/persistent absenteeism	<i>EEF Attendance intervention rapid evidence assessment</i>	5, 6 & 7
Provide free out of school club care and fund educational trips for disadvantaged pupils	<i>EEF teaching and learning toolkit Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year</i>	6 & 7
Provide funded Musical instrument lessons for groups of pupils in KS2.	<i>EEF teaching and learning toolkit: Life skills and enrichment</i>	4-6
Enhance outdoor learning opportunities (Forest School Training for staff, resources and clothing)	<i>EEF teaching and learning toolkit: Outdoor Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these activities, outdoor learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation</i>	1-6

Total budgeted cost: £ 403,303.27

Part B: Review of outcomes in the previous academic year

EYFS	2024 Outcomes for Disadvantaged Pupils
Communication and Language	All cohort 68% achieved (75% Bolton and 80% National) Disadvantaged 59% disadvantaged (66% Bolton and 67% National) Not disadvantaged 76% Not disadvantaged (77% Bolton and 82% National)
Physical Development	All cohort 85% achieved (82% Bolton and 85% National) Disadvantaged 78% disadvantaged (74% Bolton and 74% National) Not disadvantaged 88% Not disadvantaged (82% Bolton and 85% National)
Personal, Social and Emotional Development	All cohort 85% achieved (80% Bolton and 83% National) Disadvantaged 82% disadvantaged (71% Bolton and 72% National) Not disadvantaged 91% Not disadvantaged (84% Bolton and 87% National)
Literacy	All cohort 57% achieved (66% Bolton and 71% National) Disadvantaged 48% disadvantaged (53% Bolton and 54% National) Not disadvantaged 64% Not disadvantaged (69% Bolton and 74% National)
Maths	All cohort 62% achieved (72% Bolton and 78% National) Disadvantaged 56% disadvantaged (59% Bolton and 63% National) Not disadvantaged 67% Not disadvantaged (75% Bolton and 80% National)
KS1	
Year 1 phonics	All cohort 65% achieved (79% Bolton and 80% National) Disadvantaged

	61% disadvantaged (69% Bolton and 67% National) Not disadvantaged 69% Not disadvantaged (83% Bolton and 83% National)
End of KS1 Phonics	All cohort 69% achieved (86% Bolton) Disadvantaged 65% disadvantaged (81% Bolton) Not disadvantaged 71% Not disadvantaged (88% Bolton)
KS2	
Reading	All cohort 58% achieved (73% Bolton and 75% National) Disadvantaged 59% disadvantaged (65% Bolton and 63% National) Not disadvantaged 57% Not disadvantaged (78% Bolton and 80% National)
Writing	All cohort 60% achieved (71% Bolton and 72% National) Disadvantaged 56% disadvantaged (62% Bolton and 59% National) Not disadvantaged 65% Not disadvantaged (76% Bolton and 78% National)
Maths	All cohort 58% achieved (75% Bolton and 74% National) Disadvantaged 54% disadvantaged (66% Bolton and 60% National) Not disadvantaged 65% Not disadvantaged (80% Bolton and 80% National)
RWM Combined	All cohort 44% achieved (61% Bolton and 62% National) Disadvantaged 41% disadvantaged (51% Bolton and 47% National) Not disadvantaged 65% Not disadvantaged (80% Bolton and 80% National)
Attendance	
Overall	91.8%
Disadvantaged	92.6%

Headline figures compared to similar schools

Overall attendance and persistent absence figures for your pupils in years 1 to 6 compared to 20 similar schools. Results are calculated based on data from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.

Overall attendance

Overall attendance (12th of 21 schools)	0% less than	Median attendance of similar schools
93.6%		93.6%

Your overall attendance is 93.6% which is 0% less than the median attendance of similar schools. You are ranked 12th of 21 schools for attendance - meaning 9 similar schools have a lower overall attendance than your school.

Persistent Absence

Persistent absence (8th of 21 schools)	2.5% less than	Median persistent absence of similar schools
16.9%		19.4%

Your persistent absence is 16.9% which is 2.5% less than the median attendance of similar schools. You are ranked 8th of 21 schools for persistent absence - meaning 13 similar schools have a higher rate of persistent absence than your school.

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
Schoot CPD	Schoot
White Rose Maths	White Rose Maths
Read Write Inc Phonics	Ruth Miskin
Timetables Rockstars	Timetables Rockstars
Learning by Questions	Learning by Questions
Wellcomm	GL Assessment
IDL	IDLS Group

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
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