

Pupil premium strategy statement: Thomas Telford Primary Free 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Thomas Telford Primary Free School
Number of pupils in school	Provisional figure 150 (exc nursery – nursery to open September 2026) <i>Figures to be updated once final numbers are known early July 2025</i>
Proportion (%) of pupil premium eligible pupils	Total number of pupils: Pupil Premium Plus funding: Pupil Premium funding: Service Pupil Premium funding: <i>Figures to be provided once pupil numbers are known early July 2025</i>
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/2026 2026/2027 2027/2028
Date this statement was published	June 2025
Date on which it will be reviewed	September 2025
Statement authorised by	Claire Whiting
Pupil premium lead	Elise Davies
Governor / Trustee lead	Duncan Marshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<i>Funding allocation to be provided once pupil numbers are known early July 2025</i>
Pupil premium funding carried forward from previous years	£0

<p>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</p>	<p><i>Budget figures to be provided once pupil numbers and funding allocation are known early July 2025</i></p>
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Part A: Pupil premium strategy plan

Statement of intent

At Thomas Telford Primary Free School pupils will learn to be a 'valued me' and this vision will be integrated into all aspects of school life. Pupils will be given opportunities to thrive academically, learning a wide range of subjects in depth, as well as personally and socially.

We apply a broad definition of disadvantage, pupils who are vulnerable (or at risk of becoming so) will be identified at the beginning of each academic year and 'watch children' will also be identified. Inclusion is at the heart of the culture and ethos of the school.

A pastoral mentor will provide dedicated support to students, providing opportunities to ensure pupils' well-being, including their social, emotional and physical needs, are being met. Bespoke support for pupils may take the form of one-on-one guidance, group discussions or tailored interventions.

Pupil Progress meetings will be implemented to identify pupils who require additional interventions to meet age-related standards and greater depth standards (i.e. targeting for combined GDS). Identifying pupils and ensuring equitable provision within classrooms will be a key priority for all staff throughout the school.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate

the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include, and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Safeguarding staff professional development that is frequent and high quality.
- Guaranteeing team leaders and subject leaders have adequate release time in order to monitor the curriculum offer and undertake coaching to improve the quality of teaching and learning across the school.
- Providing a non-classed based SENDco and Deputy Headteacher who can oversee the mental health and well-being provision and offer additional intervention to those in need, both through a mental health and well-being provision and an academic provision.
- Employ a pastoral mentor for two days a week whereby they can deliver specific therapeutic interventions to those who we have identified as needing this provision.
- Monitoring the children's champions project in place for most vulnerable pupils.
- Allocate a teaching assistant to target year groups - providing small group work focussed on overcoming gaps in learning during afternoon sessions.
- Providing training and purchasing high quality interventions.
- 1-1 support for those pupils who would benefit.
- Additional teaching and learning opportunities provided through external agencies.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve beyond age related expectations.
- Engage our vulnerable pupils in the range of opportunities open to the rest of the pupils in school by offering free extra-curricular after school club places.
- Support payment for in-school activities, educational visits and residential, ensuring children have first-hand experiences to use in their learning in the classroom.
- Support our most vulnerable families facing challenges by funding subsidised places at our breakfast and after school club.
- Subscribe to a plethora of online resources to support the delivery of first quality teaching and to support learning at home.
- Purchase resources for those children in receipt of pupil premium funding e.g. SATs revision books etc.
- Investment into additional technology so all children have access to individual devices, including at home when needed.

- Investment in play equipment to support developing social interactions on the playground and to have enough equipment for individuals to play with.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap for DA pupils across the school in Reading, Writing, Maths and SPaG.
2	Attainment gap in DA children achieving greater depth at KS2 particularly in maths and writing.
3	DA pupils tend to have lower attainment on entry.
4	Poor speech, language and communication skills for those pupils joining us in EYFS.
5	Home learning environment – parental engagement and support from home.
6	Mobility factors – children from other settings who are eligible for PP join us often lower than the expectations of their peers.
7	Attendance of some DA pupils is below what we would expect and impacting upon their learning.
8	Many DA children have also been identified as having SEN, thus increasing their vulnerability.

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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Greater Depth in writing and maths	Achieve national average for greater depth writing and maths.
Other	Ensure attendance of disadvantaged pupils is above 95% Pupils access a wide range of enrichment experiences both in and out of school

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: To be confirmed

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ensure all lessons meet the needs of all students and engage target groups; raise expectations of staff and all pupils; TAs and other additional adults are used effectively to secure high rates of progress for all pupils.</i></p> <p><i>(Costs of external CPD, subscriptions, cost for non-teaching deputy to deliver TA and staff CPD programme and monitor provision of DA learners, SENDCo to deliver high-quality CPD and monitor provision:</i></p> <p><i>External CPD costing: To be confirmed</i></p> <p><i>Subscriptions costing: To be confirmed</i></p> <p><i>Non-teaching DHT 10% equivalent FTE costing: To be confirmed</i></p> <p><i>Non-teaching SENDCo 10% FTE costing: To be confirmed</i></p> <p>SDP Link To be confirmed</p>	<p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p> <p>EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD.</p> <p>EEF Making Best Use of Teaching Assistants – Use TAs to add value to what teachers do, ensure TAs are fully prepared to fulfil their classroom role.</p> <p>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.</p> <p>We will ensure that CPD continues for all staff both internally and externally to support in increasing staff subject knowledge. We will continue with subscriptions to different subject associations and online learning platforms to support planning for high-quality teaching and learning. Delivery of CPD for TAs remains a priority with weekly meetings.</p> <p>School's ambition is that all pupils will develop a love of reading that will 'unlock' the rest of the curriculum: staff will seek to instil enjoyment and develop intrinsic motivation within children. Within Guided Reading provision, opportunities will be taken by staff to ensure that disadvantaged pupils are making better than expected progress in reading.</p>	<p>1, 2, 3, 4, 5, 9</p>

<p><i>Coaching programme allowing team leaders/subject leaders to be released to support less experienced members of staff.</i></p> <p><i>(T: Phonics, Reading Fluency, Mathematical Fluency, Assessment in music, computing and PE)</i></p> <p><i>(Costs of release for teachers twice per half term, subject leaders in maths and English four times per half term and team leaders weekly costing: To be confirmed)</i></p> <p>SDP Link To be confirmed</p>	<p>EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD.</p> <p>We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified members of staff who will support the coaching programme. TA CPD will be a high priority in school and weekly meetings support their on-going development.</p>	<p>1, 2, 3, 4, 5 and 9</p>
<p><i>All DA pupils incl. LAC benefit from greater developed independent learning skills.</i></p> <p>SDP Link To be confirmed</p>	<p>EEF Metacognition and Self-regulated Learning Guidance Report 2018 - Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge.</p> <p>There will be CPD opportunities planned into our agenda around self and peer assessment and metacognition.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8 and 9</p>

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

Budgeted cost: To be confirmed

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted intervention plans in each year group through assembly times using teachers, lunchtime reading, and afternoon interventions</i></p>	<p>EEF Teaching and Learning Toolkit (+4 months impact)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small</p>	<p>1, 2, 3, 4, 5, 6 and 9</p>

<p><i>delivered by teaching assistants</i></p> <p>Costing: To be confirmed</p> <p>SDP Link To be confirmed</p>	<p>number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	
<p><i>School Led Tutoring</i></p> <p>Costing: To be confirmed</p> <p>SDP Link To be confirmed</p>	<p>EEF Teaching and Learning Toolkit (+4 months impact)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	1, 2, 3, 5 and 9

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

Budgeted cost: **To be confirmed**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pastoral support for those children who have barriers to learning due to their emotional wellbeing</i></p> <p>(Costing of pastoral mentor: To be confirmed)</p>	<p>EEF Teaching and Learning toolkit – social and emotional learning. (+4 months impact)</p> <p>Thomas Telford Primary Free School Values are placed at the centre of pupil development: pupils who are disadvantaged and require additional support with demonstrating these are prioritised upon entry into school. A half-termly focus value is identified: these skills are promoted as highly as academic attainment foci.</p>	8 and 9
<p><i>Attendance is above national average and above 95% for all DA children incl. LAC</i></p>	<p>Attendance data - Pupils are in school on time each day and ready to learn.</p> <p>School will target families who require support relating to attendance: specific</p>	1, 2, 3, 4, 5 and 8

<p>(Cost to subsidise breakfast club - To be confirmed)</p> <p>39 weeks: Costing: To be confirmed)</p>	<p>issues at school-level relate to persistent absenteeism as a result of extended absences for holidays taken in term time. The PP lead will meet with teaching staff to discuss key pupils and maintain an open dialogue relating to the links between attendance and achievement. Interventions and support, where required, will be put in place via early help and letters will be sent out in-line with school policy; first day response procedures will be put in place for key children if necessary.</p>	
<p>Investment into additional technology (Cost for devices To be confirmed)</p>	<p>To provide enough devices for children to use on a 1:1 basis.</p>	<p>8 and 9</p>
<p>Cultural capital experiences promoted in the curriculum</p> <p>Subsidised after school clubs for PP</p> <p>Subsidised cost of trips for PP</p> <p>Subsidised residential trip costs for PP</p> <p>Sports events promoted to PP and encouraged to attend</p> <p>Outdoor learning encouraged</p> <p>(Cost of subsidised clubs, trips and residential = To be confirmed)</p> <p>SDP Link To be confirmed</p>	<p>Ofsted research places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF Life skills and enrichment Report - outdoor adventure learning shows positive benefits on academic learning and self-confidence. There is moderate evidence that outdoor adventure learning can have a positive impact on attainment.</p>	<p>1, 2, 3, 4 and 5</p>

Total budgeted cost: To be confirmed

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.

Not applicable: Thomas Telford Primary Free School opens in September 2025

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
Times Tables Rock Stars	Maths Circle Limited
Numbots	Maths Circle Limited
White Rose Maths	Trinity MAT
My Maths	Oxford University Press
Maths Frame	Maths Frame
BBC Bitesize Resources	BBC Website
Literacy Shed+	Ed Shed
Oddizzi	Oddizzi
Primary Languages Network	Primary Languages Network Ltd
Testbase	AQA
Clicker 8	Crick Software

Glossary of Terms

ARE – age related expectation

CiC – children in care also referred to as looked after children

CPD – continued professional development

DA – disadvantaged pupils, an umbrella term used for pupils in receipt of additional funding: free school meals, looked after children, previously looked after children, service children.

EAL – English as an additional language

EYFS – early years foundation stage

FSM – free school meals

GDS – greater depth standard (working above age related expectation)

KS1 – key stage one

KS2 – key stage two

LAC – looked after children also referred to as children in care

PD – professional development

PP – pupil premium, those in receipt of FSM

SEN – special educational needs

SENDCo – special educational needs co-ordinator

SPaG – spelling, punctuation and grammar

TA – teaching assistants