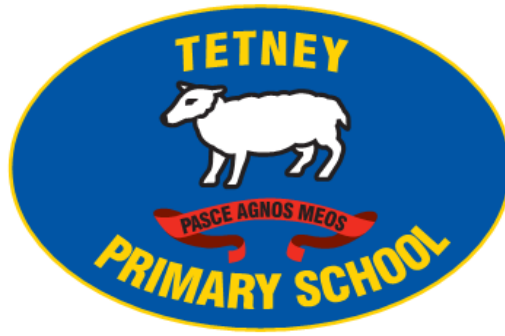




Pupil Premium Strategy Statement

2025-2026

Tetney Primary School Pupil Premium Statement 2025-2026

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	Tetney Primary School
Number of pupils in school	124
Proportion (%) of pupil premium eligible pupils	21.2%
Academic years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Governing Body
Pupil premium lead	Chris Rayner Headteacher
Governor / Trustee lead	Georgia Burrows

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 40,905
Pupil premium funding carried forward from previous years	£ 752.70
Total budget for this academic year	£ 41,657.70

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every pupil at Tetney Primary School, regardless of background, need or circumstance, makes strong progress and achieves well across the curriculum. Our pupil premium strategy is designed to ensure that disadvantaged pupils receive the support, teaching and opportunities they need to thrive, including those who are already high attainers. We also recognise the additional challenges faced by vulnerable pupils such as those with social workers or young carers, and our approach is designed to meet their needs alongside those of disadvantaged pupils.

High quality teaching is the most effective way to close attainment gaps, and it sits at the heart of our strategy. We prioritise the areas where disadvantaged pupils require the most support, particularly early language, reading and maths fluency. Our approach is rooted in robust diagnostic assessment rather than assumptions about disadvantage, and it is closely aligned with our wider school improvement priorities.

We aim to remove barriers to learning: academic, social and economic, so that all pupils can access a broad, ambitious and well-sequenced curriculum. This includes ensuring that every child becomes a fluent reader, receives timely and targeted intervention, and has access to enrichment experiences that build cultural capital, confidence and aspiration.

To ensure our strategy is effective, we will:

- Provide high quality professional development for teachers and teaching assistants to strengthen quality first teaching.
- Ensure all pupils develop strong early reading skills and can access the full curriculum.
- Deliver targeted academic intervention, including small group and 1:1 support, to address gaps quickly.
- Provide social, emotional and mental health support to reduce barriers to learning.
- Remove financial and social barriers so all pupils can participate fully in trips, enrichment and wider opportunities.
- Ensure pupils access a well-resourced, inclusive curriculum that builds systematically on prior knowledge.
- Monitor progress and attendance closely, ensuring early intervention where concerns arise.

The key principles underpinning our strategy are:

- **Equity:** ensuring disadvantaged pupils achieve as well as their peers.
- **Inclusion:** removing social and economic barriers that limit aspiration or access.
- **Precision:** identifying and tracking pupil needs so support is timely, targeted and effective.
- **Ambition:** ensuring all pupils leave Tetney Primary School well prepared for the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps – many of our pupils have spoken language difficulties when they arrive in Foundation Stage as identified by baseline assessments and observations. This can lead to social communication difficulties and negatively impacts pupils’ progress and readiness for Year 1.
2	Assessments and observations indicate that our disadvantaged pupils have greater difficulties with mastering early reading skills (phonics), compared to non-disadvantaged pupils.
3	Assessments indicate that maths fluency among disadvantaged pupils is significantly below that of non-disadvantaged pupils as indicated by the fluent recall of times table facts in KS2 and number fluency in KS1. Maths fluency underpins outcomes in Maths at the end of KS2 and is therefore a vital component of being ‘KS3-ready’.
4	Our knowledge of our school community together with wellbeing surveys, observations and discussions with parents and staff has identified increased social, emotional and mental health & wellbeing issues for many of our pupils. Increasing numbers of pupils present with difficulties in self-regulating and consequently, referrals for formal support for pupils requiring emotional and behavioural support have significantly increased, particularly in Key Stage 1, with increasing numbers of disadvantaged pupils requiring intensive levels of support and intervention.
5	Absence rates and persistent absenteeism continue to be higher for disadvantaged pupils compared to non-disadvantaged pupils. Pupils with lower attendance are more likely to miss key areas of learning creating gaps in knowledge; miss enrichment activities and intervention activities.

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
Improved early language skills and vocabulary in the Foundation Stage.	The average point scores for Communication and Language increases. Curriculum planning and observations increase pupil engagement with high-quality texts and their application of ambitious vocabulary. Proportion of disadvantaged children achieving a Good Level of Development increases.
Improved early reading attainment among disadvantaged pupils.	Phonics outcomes at the end of Year 1 show 80%+ pupils successfully pass the screening check. All disadvantaged pupils (unless SEND) to pass phonics check by end of Year 2.
Improved maths fluency and recall of number facts for disadvantaged pupils.	Multiplication Tables Check results show an increasing trend for disadvantaged pupils and any gap between outcomes for disadvantaged and non-disadvantaged pupils is closing.
Increase attainment of disadvantaged pupils by the end of Key Stage 2.	Proportion of disadvantaged pupils meeting the expected standard or above is increasing in Reading, Writing, Maths and SPaG over time and closing the attainment gap with non-disadvantaged pupils.
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and teacher observations • an increase in participation in enrichment activities, particularly among disadvantaged pupils
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: • the overall attendance rate for all pupils being no less than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2pp. • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2pp higher than their peers.

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

Budgeted cost: **£ 2,445**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral language strategies including: • diagnostic assessment of oral communication on entry to EYFS • targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and • the use of purposeful, curriculum-focused, dialogue and interaction.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4, 5
Purchase of a DfE validated Systematic Synthetic Phonics programme and training to secure stronger phonics teaching for all pupils (RWInc).	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Purchase of Effective Maths curriculum to enhance our maths teaching and curriculum planning in line with DfE and EEF guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	3

Embed Mastering Number Programme in EYFS and Key Stage 1	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	4, 5

Targeted academic support

Budgeted cost: **£7,950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of PiXL membership to provide high-quality diagnostic assessment and resources for small group and individual intervention.	Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching 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. Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 3, 4, 5
Additional Teaching Assistant support to provide small group and individual intervention.	The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly	1, 2, 3, 4, 5

	important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. Teaching Assistant Interventions Toolkit Strand Education Endowment Foundation EEF	
Additional phonics sessions targeted at pupils who require further phonics support and/or have not yet passed the phonics screening check.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Purchase and deliver programmes for intervention: FFT Lightning Squad reading intervention programme in KS2.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 4

Wider strategies

Budgeted cost: **£30,706**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff refresher training on Team Teach approaches with the aim of developing our school ethos and improving relationships across school. Basic training to be delivered to new staff.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4, 5
Emotional Learning Support Assistant (ELSA) providing bespoke support and developing positive relationships with vulnerable and disadvantaged pupils who require social, emotional and mental health support.	Targeted interventions to develop pupils' self-management of their emotions and improve relationships between pupils:	4, 5

ELSA role to increase school capacity for Early Help Assessments and school-based support for families in need.	Social and Emotional Learning Toolkit Strand Education Endowment Fund EEF	
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. Appointment of Assistant Headteacher to lead on Inclusion and Attendance. As Attendance Lead, this role will provide necessary capacity to implement effective attendance monitoring and early intervention.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Actively encourage disadvantaged and/or SEND pupil involvement in enrichment.	An extended offer beyond classroom learning, through school experiences, visits and enrichment clubs can increase arts participation, physical activity and cultural capital to improve pupil outcomes: EEF Extending school time EEF Arts participation EEF Physical activity	4, 5
Employ specialist support to create opportunities for young children to learn outdoors.	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	1, 4, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £41,101 + £556 contingency

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.

Intended outcome	Success Criteria	Impact																																																																																																																																														
Improved early language skills and vocabulary in the Foundation Stage.	The average point scores for Communication and Language increases. Curriculum planning and observations increase pupil engagement with high-quality texts and their application of ambitious vocabulary. Proportion of disadvantaged children achieving a Good Level of Development increases.	<table><tr><th rowspan="3">Indicator</th><th rowspan="3">Eligible Cohort¹</th><th colspan="4">Disadvantaged Pupils: Disadvantaged</th><th colspan="4">All Pupils</th></tr><tr><th colspan="2">School</th><th colspan="2">NCER National</th><th colspan="2">School</th><th colspan="2">NCER National</th></tr><tr><th>Value</th><th>Gap</th><th>Value</th><th>Gap</th><th>Value</th><th>Gap</th><th>Value</th></tr><tr><td>Good level of development² ●</td><td>2</td><td>0.0%</td><td>-51.5%</td><td>51.5%</td><td>-66.7%</td><td>66.7%</td><td>-68.3%</td><td>68.3%</td></tr><tr><td>Average no. ELGs at expected level</td><td>89,450</td><td>7.5</td><td>-4.7</td><td>12.2</td><td>-6.4</td><td>13.9</td><td>-6.6</td><td>14.1</td></tr><tr><td>All: At least expected</td><td>18</td><td>0.0%</td><td>-49.9%</td><td>49.9%</td><td>-66.7%</td><td>66.7%</td><td>-67.0%</td><td>67.0%</td></tr><tr><td>Prime: At least expected</td><td>584,360</td><td>0.0%</td><td>-61.0%</td><td>61.0%</td><td>-66.7%</td><td>66.7%</td><td>-75.3%</td><td>75.3%</td></tr><tr><td>COM: At least expected ●</td><td></td><td>50.0%</td><td>-17.4%</td><td>67.4%</td><td>-33.3%</td><td>83.3%</td><td>-29.6%</td><td>79.6%</td></tr><tr><td>Average of Years</td><td></td><td colspan="3">Values (& YoY* vs Self)</td><td colspan="2">Values</td><td colspan="2">YoY* vs LA</td></tr><tr><td>Indicator</td><td></td><td>2023</td><td>2024</td><td>2025</td><td>Trend</td><td>'22 to '23</td><td>'23 to '24</td><td>'24 to '25</td></tr><tr><td>Cohort¹</td><td>18</td><td>20 +12</td><td>15 -5</td><td>18 +3</td><td></td><td>-</td><td>-</td><td>-</td></tr><tr><td>Good Level of Development²</td><td>68.9%</td><td>60.0% -2.5%</td><td>80.0% +20.0%</td><td>66.7% -13.3%</td><td></td><td>-5.9%</td><td>+19.8%</td><td>-12.0%</td></tr><tr><td>Average no. of ELGs at expected level per child</td><td>13.3</td><td>11.8 -3.6</td><td>14.3 +2.5</td><td>13.9 -0.4</td><td></td><td>-3.6</td><td>+2.4</td><td>-0.3</td></tr><tr><td>All Goals: At expected</td><td>68.9%</td><td>60.0% -2.5%</td><td>80.0% +20.0%</td><td>66.7% -13.3%</td><td></td><td>-6.1%</td><td>+20.0%</td><td>-11.6%</td></tr><tr><td>Prime: At expected</td><td>68.9%</td><td>60.0% -15.0%</td><td>80.0% +20.0%</td><td>66.7% -13.3%</td><td></td><td>-15.7%</td><td>+19.7%</td><td>-12.1%</td></tr><tr><td>COM: At expected</td><td>74.4%</td><td>60.0% -40.0%</td><td>80.0% +20.0%</td><td>83.3% +3.3%</td><td></td><td>-39.5%</td><td>+18.9%</td><td>+4.7%</td></tr></table>	Indicator	Eligible Cohort ¹	Disadvantaged Pupils: Disadvantaged				All Pupils				School		NCER National		School		NCER National		Value	Gap	Value	Gap	Value	Gap	Value	Good level of development ² ●	2	0.0%	-51.5%	51.5%	-66.7%	66.7%	-68.3%	68.3%	Average no. ELGs at expected level	89,450	7.5	-4.7	12.2	-6.4	13.9	-6.6	14.1	All: At least expected	18	0.0%	-49.9%	49.9%	-66.7%	66.7%	-67.0%	67.0%	Prime: At least expected	584,360	0.0%	-61.0%	61.0%	-66.7%	66.7%	-75.3%	75.3%	COM: At least expected ●		50.0%	-17.4%	67.4%	-33.3%	83.3%	-29.6%	79.6%	Average of Years		Values (& YoY* vs Self)			Values		YoY* vs LA		Indicator		2023	2024	2025	Trend	'22 to '23	'23 to '24	'24 to '25	Cohort ¹	18	20 +12	15 -5	18 +3		-	-	-	Good Level of Development ²	68.9%	60.0% -2.5%	80.0% +20.0%	66.7% -13.3%		-5.9%	+19.8%	-12.0%	Average no. of ELGs at expected level per child	13.3	11.8 -3.6	14.3 +2.5	13.9 -0.4		-3.6	+2.4	-0.3	All Goals: At expected	68.9%	60.0% -2.5%	80.0% +20.0%	66.7% -13.3%		-6.1%	+20.0%	-11.6%	Prime: At expected	68.9%	60.0% -15.0%	80.0% +20.0%	66.7% -13.3%		-15.7%	+19.7%	-12.1%	COM: At expected	74.4%	60.0% -40.0%	80.0% +20.0%	83.3% +3.3%		-39.5%	+18.9%	+4.7%
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		The overall proportion of children achieving a GLD has dropped this year due to the higher level of SEND and complex needs within the cohort. However, the moving average shows positive progress over a three year period. Impact of early language strategies continues to be positive, as demonstrated by the positive trend in Communication and Language. For disadvantaged pupils, this year saw a 16.7pp increase in outcomes. Overall, the outcomes for disadvantaged pupils are below their peers, however the cohort is very small and this distorts the data. Observations show an increase in children engaging with the texts built into the new curriculum. Action: Embed the approaches further.																																																																																																																																														
Improved early reading attainment among disadvantaged pupils.	Phonics outcomes at the end of Year 1 show 80%+ pupils successfully pass the screening check. All disadvantaged pupils (unless SEND) to pass phonics check by end of Year 2.	<table><tr><th rowspan="2">Indicator</th><th rowspan="2">Average of Years</th><th colspan="3">Values (& YoY* vs Self)</th><th rowspan="2">Values</th><th colspan="3">YoY* vs LA</th></tr><tr><th>2023</th><th>2024</th><th>2025</th><th>Trend</th><th>'22 to '23</th><th>'23 to '24</th><th>'24 to '25</th></tr><tr><td>Cohort</td><td>16</td><td>11 -</td><td>19 +8</td><td>19 0</td><td></td><td>-</td><td>-</td><td>-</td></tr><tr><td>WA</td><td>71.6%</td><td>72.7% -</td><td>78.9% +6.2%</td><td>63.2% -15.7%</td><td></td><td>-</td><td>+3.4%</td><td>-15.3%</td></tr><tr><td>APS</td><td>0.3</td><td>31.5 -</td><td>32.1 +0.6</td><td>30.9 -1.2</td><td></td><td>-</td><td>0.0</td><td>-1.2</td></tr></table>	Indicator	Average of Years	Values (& YoY* vs Self)			Values	YoY* vs LA			2023	2024	2025	Trend	'22 to '23	'23 to '24	'24 to '25	Cohort	16	11 -	19 +8	19 0		-	-	-	WA	71.6%	72.7% -	78.9% +6.2%	63.2% -15.7%		-	+3.4%	-15.3%	APS	0.3	31.5 -	32.1 +0.6	30.9 -1.2		-	0.0	-1.2																																																																																																			
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		Phonics outcomes in Year 1 were disappointing. The quality of teaching remains good (validated externally) however, extreme behaviours heavily disrupted the phonics sessions and in particular, interventions were inconsistent due to staff managing these behaviours. These																																																																																																																																														

		barriers have since been removed the phonics sessions have been moved to an earlier time to ensure they are protected. Cohort: 4 pupils <table><tr><th>SEN</th><th>Dis.</th><th>NC Year (Test)</th><th>Outcome</th><th>Mark</th><th>Previous Outcome</th><th>Previous Mark</th></tr><tr><td>N</td><td>-</td><td>2</td><td>WT</td><td>22</td><td>Wt</td><td>24</td></tr><tr><td>K</td><td>Y</td><td>2</td><td>WT</td><td>31</td><td>Wt</td><td>19</td></tr><tr><td>K</td><td>Y</td><td>2</td><td>WA</td><td>38</td><td>Wt</td><td>21</td></tr><tr><td>K</td><td>Y</td><td>2</td><td>WA</td><td>32</td><td>-</td><td>-</td></tr></table> Four pupils took the check at the end of Year 2: three of these pupils are disadvantaged and have SEND. 50% passed overall and 66.7% of the disadvantaged pupils passed the screening check.	SEN	Dis.	NC Year (Test)	Outcome	Mark	Previous Outcome	Previous Mark	N	-	2	WT	22	Wt	24	K	Y	2	WT	31	Wt	19	K	Y	2	WA	38	Wt	21	K	Y	2	WA	32	-	-																																																																																																	
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Improved maths fluency and recall of number facts for disadvantaged pupils.	Multiplication Tables Check results show an increasing trend for disadvantaged pupils and any gap between outcomes for disadvantaged and non-disadvantaged pupils is closing.	Data from 2024: <table><tr><th>Estab. No.</th><th>Estab. Name</th><th>Cohort</th><th>Eligible¹</th><th>No Score²</th><th>0-5</th><th>6-10</th><th>11-15</th><th>16-20</th><th>21-25</th><th>Average Score³ (out of 25)</th></tr><tr><td>-</td><td>Local Authority - Lincolnshire</td><td>8,561</td><td>8,355</td><td>3.6%</td><td>2.0%</td><td>5.7%</td><td>11.5%</td><td>17.5%</td><td>59.7%</td><td>20.3</td></tr><tr><td></td><td>Disadvantaged</td><td>2,808</td><td>2,702</td><td>6.3%</td><td>4.2%</td><td>8.7%</td><td>15.3%</td><td>19.5%</td><td>46.0%</td><td>18.5</td></tr><tr><td></td><td>Not Disadvantaged</td><td>5,753</td><td>5,653</td><td>2.4%</td><td>0.9%</td><td>4.2%</td><td>9.7%</td><td>16.5%</td><td>66.3%</td><td>21.1</td></tr><tr><td>9252199</td><td>Tetney Primary School</td><td>19</td><td>19</td><td>5.3%</td><td>0.0%</td><td>5.3%</td><td>21.1%</td><td>21.1%</td><td>47.4%</td><td>19.2</td></tr><tr><td></td><td>Disadvantaged</td><td>4</td><td>4</td><td>25.0%</td><td>0.0%</td><td>0.0%</td><td>25.0%</td><td>25.0%</td><td>25.0%</td><td>19.0</td></tr><tr><td></td><td>Not Disadvantaged</td><td>15</td><td>15</td><td>0.0%</td><td>0.0%</td><td>6.7%</td><td>20.0%</td><td>20.0%</td><td>53.3%</td><td>19.3</td></tr></table> Data from 2025: <table><tr><th colspan="11">Multiplication Tables Check (MTC)</th></tr><tr><th rowspan="2">Statistic</th><th colspan="2">2021-2022</th><th colspan="2">2022-2023</th><th colspan="2">2023-2024</th><th colspan="2">2024-2025</th><th rowspan="2">Cohort</th><th rowspan="2">School</th><th rowspan="2">National</th></tr><tr><th>School</th><th>National</th><th>School</th><th>National</th><th>School</th><th>National</th><th>School</th><th>National</th></tr><tr><td>% of pupils scoring full marks (25/25)</td><td>-</td><td>27%</td><td>21%</td><td>29%</td><td>21%</td><td>34%</td><td>22</td><td>18%</td><td>37%</td><td></td><td></td></tr><tr><td>Average score (out of 25)</td><td>-</td><td>19.8</td><td>21.5</td><td>20.2</td><td>19.2</td><td>20.6</td><td>22</td><td>18.6</td><td>21.0</td><td></td><td></td></tr></table> Average score disadvantaged: 17.13; non-disadvantaged: 19.5 Overall, the outcomes in the MTC are lower than anticipated and the gap between disadvantaged pupils and their peers appears to have widened. When the disadvantaged pupils are grouped according to SEND provision, the average score was 13.2 for non-SEND and 23.7 for SEND pupils. This is particularly interesting because the SEND group of pupils all engaged with TTRS outside of school, whereas the lower performing group did not. Action: The impact of TTRS is evident from the data so therefore the key next step is for all pupils to engage with the TTRS programme routinely in readiness for the MTC check.	Estab. No.	Estab. Name	Cohort	Eligible ¹	No Score ²	0-5	6-10	11-15	16-20	21-25	Average Score ³ (out of 25)	-	Local Authority - Lincolnshire	8,561	8,355	3.6%	2.0%	5.7%	11.5%	17.5%	59.7%	20.3		Disadvantaged	2,808	2,702	6.3%	4.2%	8.7%	15.3%	19.5%	46.0%	18.5		Not Disadvantaged	5,753	5,653	2.4%	0.9%	4.2%	9.7%	16.5%	66.3%	21.1	9252199	Tetney Primary School	19	19	5.3%	0.0%	5.3%	21.1%	21.1%	47.4%	19.2		Disadvantaged	4	4	25.0%	0.0%	0.0%	25.0%	25.0%	25.0%	19.0		Not Disadvantaged	15	15	0.0%	0.0%	6.7%	20.0%	20.0%	53.3%	19.3	Multiplication Tables Check (MTC)											Statistic	2021-2022		2022-2023		2023-2024		2024-2025		Cohort	School	National	School	National	School	National	School	National	School	National	% of pupils scoring full marks (25/25)	-	27%	21%	29%	21%	34%	22	18%	37%			Average score (out of 25)	-	19.8	21.5	20.2	19.2	20.6	22	18.6	21.0		
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Increase attainment of disadvantaged pupils by the end of Key Stage 2.	Proportion of disadvantaged pupils meeting the expected standard or above is increasing in Reading, Writing, Maths and SPaG over time and closing the attainment gap with non-disadvantaged pupils.	Data 2024:																																																																																																																																				

		Tetney Primary School (2199) <
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wellbeing for all pupils in our school, particularly our disadvantaged pupils.	- qualitative data from pupil voice, pupil and parent surveys and teacher observations - an increase in participation in enrichment activities, particularly among disadvantaged pupils	Wellbeing check-ins throughout the day, including daily mile, are used to drip-feed mental well-being. Parent survey indicates vast majority of children are happy in school and feel their child is well supported (>90%). The proportion of disadvantaged children accessing extra-curricular activities is lower than the attendance of their peers. However, there is an increasing trend of disadvantaged pupils accessing music lessons and outdoor learning.																																																																													
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: - the overall attendance rate for all pupils being no less than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2pp. - the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2pp higher than their peers.	Absence Data for 2024-25: ABSENCE - FULL YEAR STRENGTHS PERSISTENT ABSENCE (YEAR-ON-YEAR TREND) <table><tr><td>Sch. 23/24</td><td>→</td><td>Sch. 24/25</td><td>=</td><td>Diff.</td></tr><tr><td>17.5%</td><td></td><td>12.6%</td><td></td><td>-4.9%</td></tr></table> The school has significantly improved this year. SEVERE PERSISTENT ABSENCE (YEAR-ON-YEAR TREND) <table><tr><td>Sch. 23/24</td><td>→</td><td>Sch. 24/25</td><td>=</td><td>Diff.</td></tr><tr><td>1.8%</td><td></td><td>0.8%</td><td></td><td>-1.0%</td></tr></table> The school has significantly improved this year. UNAUTHORISED ABSENCE (YEAR-ON-YEAR TREND) <table><tr><td>Sch. 23/24</td><td>→</td><td>Sch. 24/25</td><td>=</td><td>Diff.</td></tr><tr><td>2.0%</td><td></td><td>1.3%</td><td></td><td>-0.7%</td></tr></table> The school has significantly improved this year. CHALLENGES OVERALL ABSENCE (YEAR-ON-YEAR TREND) <table><tr><td>Sch. 23/24</td><td>→</td><td>Sch. 24/25</td><td>=</td><td>Diff.</td></tr><tr><td>5.0%</td><td></td><td>5.4%</td><td></td><td>+0.4%</td></tr></table> The school has significantly declined this year. AUTHORISED ABSENCE (YEAR-ON-YEAR TREND) <table><tr><td>Sch. 23/24</td><td>→</td><td>Sch. 24/25</td><td>=</td><td>Diff.</td></tr><tr><td>3.1%</td><td></td><td>4.1%</td><td></td><td>+1.0%</td></tr></table> The school has significantly declined this year. <table><tr><th>Pupil ▲</th><th>Attendance</th><th>Days missed</th><th>Days missed through illness</th><th>Authorised absences</th><th>Unauthorised absences</th><th>Late before register closed</th><th>Late after register closed</th><th>Possible sessions</th></tr><tr><td>Not Pupil Premium — 98 pupils — 74%</td><td>94.7%</td><td>953.5</td><td>597</td><td>4.1% (1,469)</td><td>1.2% (438)</td><td>200</td><td>12</td><td>35,849</td></tr><tr><td>Pupil Premium — 35 pupils — 26%</td><td>93.2%</td><td>429.5</td><td>222</td><td>5.2% (658)</td><td>1.6% (201)</td><td>281</td><td>35</td><td>12,602</td></tr></table> Attendance remains a key priority for the school, as overall attendance in 2024–25 fell below our target of 96% and persistent absenteeism, particularly among disadvantaged pupils, continues to present a significant barrier to progress. Although both persistent and severe persistent absence reduced compared to the previous year, the overall PA figure remains above our target, and disadvantaged pupils are disproportionately represented within this group. The attendance gap between disadvantaged and non-disadvantaged pupils was 1.5pp, which is within our target range; however, the proportion of disadvantaged pupils who are persistently absent (20%) is 7.8pp higher than their peers. This highlights the need for earlier, more proactive intervention and increased capacity to monitor and respond to concerns. To address this, we have strengthened our strategic approach by appointing an Assistant Headteacher for Inclusion and Attendance. This role provides dedicated leadership capacity to implement the DfE’s ‘Working Together to Improve School Attendance’ guidance with fidelity. Our approach now includes: Weekly, granular monitoring of attendance patterns, with rapid follow-up for emerging concerns.	Sch. 23/24	→	Sch. 24/25	=	Diff.	17.5%		12.6%		-4.9%	Sch. 23/24	→	Sch. 24/25	=	Diff.	1.8%		0.8%		-1.0%	Sch. 23/24	→	Sch. 24/25	=	Diff.	2.0%		1.3%		-0.7%	Sch. 23/24	→	Sch. 24/25	=	Diff.	5.0%		5.4%		+0.4%	Sch. 23/24	→	Sch. 24/25	=	Diff.	3.1%		4.1%		+1.0%	Pupil ▲	Attendance	Days missed	Days missed through illness	Authorised absences	Unauthorised absences	Late before register closed	Late after register closed	Possible sessions	Not Pupil Premium — 98 pupils — 74%	94.7%	953.5	597	4.1% (1,469)	1.2% (438)	200	12	35,849	Pupil Premium — 35 pupils — 26%	93.2%	429.5	222	5.2% (658)	1.6% (201)	281	35	12,602
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		• Tiered intervention pathways, ensuring families receive timely support matched to need—from early conversations to formal attendance plans. • Improved communication with parents, including clear expectations, supportive dialogue and consistent messaging about the importance of attendance. • Closer alignment with Early Help, enabling earlier identification of barriers such as health, routines, or family circumstances. • Strengthened partnership with class teachers, ensuring attendance concerns are linked to pastoral support, curriculum engagement and pupil wellbeing. This enhanced capacity will enable us to intervene earlier, reduce persistent absence—particularly for disadvantaged pupils—and ensure that all pupils benefit from consistent access to high-quality teaching and the wider curriculum.
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Externally provided programmes

Programme	Provider
RWI	Read Write Inc
GL Wellcomm	GL Assessment
TT Rockstars	TT Rockstars
Effective Maths	Effective Maths
Mastering Number	NCETM
Lightning Squad	FFT