



Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 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 | South Hetton Primary |
| Number of pupils in school | 199 (179 YR-Y6) (Nov 25) |
| Proportion (%) of pupil premium eligible pupils | 41.3% (Updated Nov 25) 74 children (YR-Y6) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025/2027 to 2027/2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Nicola Mayo, Headteacher |
| Pupil premium lead | Peter Ruddick, Deputy Headteacher |
| Governor / Trustee lead | Sandra Mason, lead for disadvantaged pupils |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £ 99855 |
| 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 | £ 99855 |

Part A: Pupil premium strategy plan

Statement of intent

Irrespective of background or challenge, the school is committed to ensuring that all pupils make strong progress and achieve well across all subjects. The pupil premium strategy focuses on supporting disadvantaged pupils, including high attainers, to maximise their potential.

Leaders use a range of monitoring and assessment strategies to identify the barriers faced by disadvantaged pupils, including those with a social worker and/or young carers. As the proportion of pupils eligible for additional funding is above average, the pupil premium strategy is closely aligned with the school improvement plan. Priorities such as oracy, language development and literacy are targeted over time, with high-quality teaching at the heart of the approach to ensure all pupils benefit.

The strategy is rooted in the specific context of South Hetton and is informed by diagnostic assessment from entry to target support effectively. Leaders at all levels hold high expectations and ensure disadvantaged pupils make at least expected progress from their starting points, with accelerated progress where needed. The school therefore:

- ensures disadvantaged pupils are consistently challenged
- intervenes early when need is identified
- adopts a whole-school approach to accountability for outcomes

Desired Long-Term Outcomes of the Pupil Premium Strategy

Academic

- Disadvantaged pupils achieve outcomes at least in line with national disadvantaged benchmarks in EYFS, phonics, the Year 4 MTC, and in reading, writing and mathematics at the end of Years 2 and 6.
- In-school gaps between disadvantaged and non-disadvantaged pupils are in line with, or narrower than, national figures.
- Disadvantaged pupils read fluently with age-appropriate comprehension.

Non-Academic

- Attendance for disadvantaged pupils is at least in line with national disadvantaged figures, with gaps comparable to national levels.
- Disadvantaged pupils have full access to a broad curriculum and opportunities that develop cultural and social capital.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | The majority of pupils who are eligible for the Pupil Premium do not enter the Early Years with age-related expectations in communication and language. This means they need to make more progress than their peers to catch up over time and address difficulties with language, including speaking, listening and attention, and vocabulary. |
| 2 | The majority of pupils who are eligible for the Pupil Premium have fewer experiences on entry with early literacy and phonological awareness, meaning there are gaps in their knowledge, understanding and skills, resulting in slower progress in the acquisition of word reading and comprehension skills. |
| 3 | On-entry assessment shows that some pupils who are eligible for the Pupil Premium have difficulties with aspects of physical development, particularly fine and gross motor control; this impacts their ability to form letters and write fluently. |
| 4 | The majority of pupils who are eligible for the Pupil Premium have fewer experiences with early number skills, resulting in gaps in their knowledge, understanding and skills. This leads to slower progress in mathematics, as they struggle with concepts such as subitising, counting and cardinality, which in turn causes difficulties with basic number. |

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| 5 | A lack of parental engagement means that not all pupils are encouraged to read at home or read regularly to an adult, so they do not have the same opportunities to practise and develop fluency as their non-disadvantaged peers. |
| 6 | The emotional resilience of some pupils eligible for the Pupil Premium is lower than that of their peers. This can affect their ability to concentrate on academic tasks, especially when the work is challenging. |
| 7 | Low attendance limits pupils' access to learning opportunities and hinders their progress. |
| 8 | Limited household resources restrict pupils' access to a broad range of educational and cultural experiences. |
| 9 | A high proportion of pupils with SEND are also disadvantaged, which can further affect their progress. |

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 ensure the vast majority of children develop age-appropriate language and speaking and listening (Oracy) skills through the use of a well-structured, cumulative curriculum and high-quality teaching and intervention. | Children to make year on year improvements so by the ned of 2027/2028: -Demonstrate that they have a wide and varied vocabulary; -Be able to articulate themselves clearly -Understand the nuances of conversation and dialogue and engage well in a range of speaking and listening activities. -Successfully complete interventions |
| To ensure that progress for weaker readers accelerates and children catch up quickly through high quality teaching and timely intervention (phonics and reading fluency). | Children to make year on year improvements so by the ned of 2027/2028: -Achieve at least NA for disadvantaged children in the phonics screener. -Achieve at least NA for disadvantaged pupils at the end of YR and Y6. |
| To ensure that children have access to a wide range of books and have the opportunity to read regularly (to an adult) to develop fluency and comprehension | Children to make year on year improvements so by the ned of 2027/2028: -Achieve at least NA for disadvantaged children in the phonics screener. -Achieve at least NA for disadvantaged pupils at the end of YR and Y6. -Report positively about reading and the choice of books on offer Read a range of books and are heard read on a regular (weekly) basis. |
| To ensure children develop automaticity in their writing skills through the development of handwriting, spelling and sentence construction skills through high quality teaching and structured intervention | Children to make year on year improvements so by the ned of 2027/2028: -Achieve at least NA for disadvantaged pupils at the end of YR and Y6. |
| To ensure children develop a deep understanding of declarative and procedural maths knowledge and skills through high quality teaching and structured intervention. | Children to make year on year improvements so by the ned of 2027/2028: -Achieve at least NA for disadvantaged pupils at the end of YR and Y6. -Achieve at least NA for disadvantaged pupil in the Y4 MTC Check. |
| To aim for all groups of children to attend regularly, in line with national averages, so that they can access learning. | Children to make year on year improvements so by the end of 2027/2028: -the overall absence rate for all pupils being no more than in line with national figures and the attendance gap between |

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| | <p>disadvantaged pupils and their non-disadvantaged peers being reduced.</p> <p>-the percentage of all pupils who are persistently absent being in line with or below national averages, and the figure among disadvantaged pupils being no more than 2% lower than their peers.</p> |
| Ensure that children have a wide range of experiences to develop cultural capital. | <p>Through pupil voice, children to report positively about the opportunities provided in the main curriculum and through enrichment activities.</p> <p>Children's participation in enrichment activities, particularly among disadvantaged pupils, increases over time.</p> |
| To ensure that SEND children who are also disadvantaged can make consistent progress towards their individual targets from their individual starting points. | Children to make at least expected progress towards their targets in their support Plans. |

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: £65,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Ensure all relevant staff (including new staff) have received training to support the development of children's language and speaking and listening skills (Oracy) through high-quality teaching and guided group intervention:</p> <ul style="list-style-type: none"> • Ensure the use of a progression model for language development, including receptive and expressive language. • Ensure the use of a progression model for developing Oracy across linguistic, physical, social/emotional, and cognitive domains. • Ensure the use of a range of strategies to engage children in speaking and listening activities. • Ensure teaching approaches facilitate language development from Reception to Year 6. | <p>EEF research recommends that language provides the foundation for thinking and learning and should be prioritised. High-quality adult-child interactions are important and are sometimes described as "talking with children" rather than just "talking to children."</p> <p>It is recommended to use a wide range of explicit and implicit approaches, including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions, and using activities such as shared reading.</p> <p>Collaborative activities that provide opportunities to hear and use language also support wider learning through talk. Skills such as social awareness, relationship-building, and problem-solving are developed alongside knowledge acquisition.</p> <p>Dialogic teaching aims to improve pupil engagement and attainment by enhancing the quality of classroom talk. Teachers are trained in strategies that enable pupils to reason, discuss, argue, and explain rather than merely respond, in order to develop higher-order thinking and articulacy. This approach has been shown to result in approximately +2 months of progress.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching</p> | 1 |
| <p>Ensure the use of dialogic activities across the school curriculum. These activities support pupils in articulating key ideas, consolidating understanding, and extending vocabulary.</p> <p>Purchase new resources and fund ongoing teacher training and release time. Deliver training to any new staff.</p> | <p>There is a strong evidence base suggesting that oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement and have a high impact on reading.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | 1 |
| <p>Purchase a new phonics scheme (Little Wandle) to deliver phonics teaching, along with new resources, including books, and provide training to all current staff and any new staff in the future to support high-quality teaching and reading comprehension groups.</p> | <p>Phonics approaches have been consistently shown to be effective in helping younger readers master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (ages 4–7) as they begin to read.</p> | 2, 5, 9 |
| <p>Ensure that all weaker readers receive timely support and intervention to accelerate progress through high-quality teaching and in-class interventions in phonics and reading fluency.</p> | <p>https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/phonics/</p> | |
| <p>Ensure that resources are available so that all pupils can access reading materials that match their ability.</p> | | |
| <p>Ensure all relevant staff (including new staff) have received training to support the development of children's comprehension skills through high-quality teaching and structured guided reading interventions.</p> | <p>Research shows that, on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 and above). Successful reading comprehension strategies carefully select activities based on</p> | 2, 5, 9 |

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| <p>Ensure adequate release time for the English subject lead to implement necessary changes and support staff development.</p> <p>Ensure that reading comprehension materials are appropriate and fit for purpose.</p> | <p>pupils' reading abilities and ensure that texts provide an effective, but not overwhelming, challenge.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p> | |
| <p>Ensure all relevant staff (including new staff) continue to receive training to support children's physical development.</p> <p>Introduce the 'Early Years Movement Programme' in EYFS, with staff CPD and resources purchased to support its implementation.</p> | <p>Although the evidence base is not well developed and findings are inconsistent, EEF research shows that physical development and play, including outdoor activities, result in an average gain of +3 months.</p> <p>Physical development approaches EEF (educationendowmentfoundation.org.uk)</p> | 3 |
| <p>Ensure all relevant staff (including new staff) have received training to support the development of early writing skills through high-quality teaching and structured guided writing interventions.</p> <p>Ensure adequate release time for the English subject lead to implement necessary changes and support staff development.</p> <p>Ensure adequate release time for the EYFS lead to attend training and disseminate information to the EYFS team.</p> | <p>Extensive research on effective literacy teaching conducted by the EEF shows that the following approaches have the greatest impact on children's learning:</p> <ul style="list-style-type: none"> • In KS1: Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling. • In KS2: Teach writing composition strategies through modelling and supported practice, and develop pupils' transcription and sentence construction skills through extensive practice. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1#nav-downloads</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/KS2_Literacy_Guidance_-_Poster.pdf</p> | 3 |
| <p>Purchase of Number Sense scheme to be used across the whole school to support and develop declarative maths knowledge. Ensure all relevant staff (including new staff) receive training.</p> <p>Ensure all relevant staff (including new staff) receive training to support the development of procedural maths skills through high-quality teaching and structured guided group interventions, ensuring mastery of these elements.</p> <p>Ensure adequate release time for the Maths subject lead to attend training, lead and implement changes, and support staff.</p> <p>Ensure that resources in school support the delivery of high-quality maths lessons.</p> | <p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</p> <p>Early numeracy approaches can improve learning by around six months. They are most effective when targeting specific skills (e.g., counting or estimating), delivered regularly (2–3 hours per week), tailored to the early years setting, and include individual or small-group interactions. Effective practice balances guided interaction, direct teaching, and child-led activities. It is essential that early years staff understand children's mathematical development and how to assess it, to plan activities that meet learners' needs. Using these strategies typically results in gains of approximately five months (EEF).</p> | 4 |
| <p>Enhance maths teaching and curriculum planning in line with DfE and EEF guidance. Fund teacher release time to embed key elements of this guidance in school and to access Maths Hub resources and CPD, including Teaching for Mastery training.</p> | <p>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:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> | 4 |
| <p>Introduce and embed social and emotional learning into the curriculum, with a strong focus on resilience building. Training teachers in these approaches has been shown to improve pupils' emotional resilience, engagement, and academic performance.</p> | <p>Research into pupil resilience demonstrates that a key factor helping disadvantaged children succeed against the odds is their strong personal and social skills (Aiming High for Children, HM Treasury and DfES, 2007). To support pupils' social and emotional needs, the EEF Guidance Report <i>Improving Social and Emotional Learning in Primary Schools</i> shows that targeted interventions in this area have a significant impact on attitudes to learning, social relationships, and attainment, with an average gain of approximately four months' progress.</p> | 6 |

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| | <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/social-and-emotional-learning/</p> <p>Schools can develop social and emotional skills through explicit teaching by explaining the strategies themselves. This recommendation provides ideas on how to embed such skills in everyday teaching. The ultimate goal of SEL is for children to use the knowledge and skills they are taught as part of their daily interactions with peers and adults. Teaching these skills is likely to have greater and longer-term impact when integrated into everyday classroom interactions and across subjects, rather than taught in isolation. Teachers and other school staff can support children's development by purposefully seeking opportunities to model, recognise, and practise SEL skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> | |
| Invest in specialist training for all school staff on effective inclusion strategies, focusing on evidence-based practices tailored to pupils with barriers and using models validated by systematic reviews in special education contexts. | <p>High-quality teaching for pupils with SEND is firmly based on strategies that are either already in the repertoire of every mainstream teacher or can be relatively easily added. Teachers should develop a repertoire of these strategies, using them flexibly in response to individual needs and as the starting point for classroom teaching for all pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> | 9 |

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

Budgeted cost: £25,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Ensure the consistent use of a programme to improve listening, narrative, and vocabulary skills for disadvantaged pupils with relatively low spoken language skills. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening, or a combination of both have been shown to positively impact attainment. Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1, 2, 5 |
| Provide additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | 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 |
| Provide one-to-one phonics and fluency interventions for disadvantaged pupils who are falling behind age-related expectations. | Studies in England have shown that pupils eligible for free school meals typically benefit from phonics interventions and approaches to a similar or slightly greater extent than their peers. This is likely due to the explicit nature of the instruction and the intensive support provided. Some disadvantaged pupils may not develop phonological awareness at the same rate as others, having been exposed to fewer spoken words and books at home. Targeted phonics interventions can therefore improve decoding skills more quickly for pupils facing these barriers. Such interventions have been shown to have an average impact of +5 months on learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1, 2, 5 |
| Provide small-group and one-to-one writing fluency interventions for disadvantaged pupils who are falling behind age-related expectations. | Extensive research on effective literacy teaching conducted by the EEF shows that the following have the greatest impact on children's learning: <ul style="list-style-type: none"> • In KS1: Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling. | 3 |

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| | <ul style="list-style-type: none"> • In KS2: Teach writing composition strategies through modelling and supported practice, and develop pupils' transcription and sentence construction skills through extensive practice. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1#nav-downloads</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/KS2_Literacy_Guidance_-_Poster.pdf</p> | |
| <p>Provide small-group and one-to-one "maths basics fluency" interventions for disadvantaged pupils who are falling behind age-related expectations.</p> | <p>High-quality, targeted support can provide effective additional help for children. Small-group support is more likely to be effective when:</p> <ul style="list-style-type: none"> • Children with the greatest needs are supported by the most experienced staff. • Training, support, and resources are provided for staff delivering targeted activities. • Sessions are brief and regular, with explicit connections made between targeted support and everyday teaching or activities. <p>Using an evidence-based approach or programme that has been independently evaluated is a good starting point.</p> | 4 |
| <p>Provide small-group number sense sessions for disadvantaged pupils in Years 3 and 4, as well as any children who have not met the MTC standard at the end of Year 4.</p> <p>Establish small-group number sense sessions for children in KS1 who are struggling with declarative knowledge.</p> | <p>High-quality, targeted support can provide effective additional help for children. Small-group support is more likely to be effective when:</p> <ul style="list-style-type: none"> • Children with the greatest needs are supported by the most experienced staff. • Staff delivering targeted activities are provided with training, support, and resources. • Sessions are brief and regular, with explicit connections made between targeted support and everyday teaching or activities. <p>Using an evidence-based approach or programme that has been independently evaluated is a good starting point.</p> | 4 |
| <p>Provide Breakfast Boosters for Year 6 pupils as a small-group intervention, focusing on disadvantaged children to encourage early arrival at school.</p> | <p>The EEF <i>Attainment Gap</i> (2017) report states that targeted small-group and one-to-one interventions have the potential to produce the largest immediate impact on attainment.</p> <p>https://educationendowmentfoundation.org.uk/evidence -summaries/attainment-gap/</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low-attaining pupils are particularly likely to benefit, with gains of approximately +5 months.</p> <p>One-to-one tuition enables pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. This approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching closely matched to each pupil's understanding. One-to-one tuition offers higher levels of interaction and feedback compared to whole-class teaching, helping pupils spend more time on new or unfamiliar concepts, overcome barriers to learning, and increase their progress through the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> | 2, 3, 4, 5 |
| <p>Provide Breakfast Boosters for Year 4 pupils to improve their recall of multiplication and division facts, focusing on disadvantaged children to encourage early arrival at school.</p> | <p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment</p> <p>https://educationendowmentfoundation.org.uk/evidence -summaries/attainment-gap/</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low-attaining pupils are particularly likely to benefit, with gains of approximately +5 months.</p> | 2, 3, 4, 5 |

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| | <p>One-to-one tuition enables pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. This approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching closely matched to each pupil's understanding. One-to-one tuition offers higher levels of interaction and feedback compared to whole-class teaching, helping pupils spend more time on new or unfamiliar concepts, overcome barriers to learning, and increase their progress through the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> | |
| <p>Invest in physical development interventions, such as <i>Pegs to Paper</i> and the <i>Early Years Movement Programme</i>, to deliver small-group support for children who require assistance with physical development.</p> <p>Provide CPD for relevant staff and purchase additional resources to support implementation.</p> | <p>Physical-development interventions show positive effects on movement skills, including improvements in gross motor skills (locomotor: running, hopping, jumping) and object-control skills (e.g., throwing, catching, kicking) EEF+1.</p> <p>They also increase children's overall physical activity levels when implemented EEF+1.</p> <p>There is some evidence that such interventions may have cognitive benefits, including modest improvements in executive functions (e.g., attention, self-regulation), concentration, and early academic domains (literacy, numeracy) when physical development is combined with broader early-years curriculum and learning activities EEF+2EEF+2.</p> <p>Quantitatively, the EEF Toolkit estimates that, on average, children receiving physical-development interventions make +5 months' progress in cognitive outcomes compared to similar peers who do not EEF+1.</p> <p>General physical activity outside structured programmes may produce smaller but positive effects; as reported in the EEF Teaching and Learning Toolkit, it is associated with approximately +2 months of academic progress over a school year EEF+1.</p> | 3 |

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

Budgeted cost: £9855

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Further strengthen the school's social, emotional, and mental health provision by implementing and embedding whole-school strategies, including Zones of Regulation and social stories, to support children's academic engagement.</p> | <p>Research into pupil resilience shows that a key factor helping disadvantaged children succeed against the odds is their strong personal and social skills (Aiming High for Children, HM Treasury and DfES, 2007). To support pupils' social and emotional needs, the EEF Guidance Report <i>Improving Social and Emotional Learning in Primary Schools</i> highlights that targeted interventions in social and emotional learning have a measurable and significant impact on attitudes to learning, social relationships, and attainment—on average adding four months' progress.https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/social-and-emotional-learning/</p> <p>Therefore, leaders ensure that:</p> <ul style="list-style-type: none"> • All adults receive ongoing training to support children's social, emotional, and mental health needs. • TAs and support staff access regular CPD to develop the knowledge and skills needed to support children effectively. • Staff are trained and have expertise in implementing evidence-based programs for children's social, emotional, and mental health. | 6 |
| <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> | <p>The DfE guidance is informed by engagement with schools that have successfully reduced overall absence and persistent absence.</p> | 7 |

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| This will include training and release time for staff to develop and implement new procedures, as well as appointing attendance and support officers to improve pupil attendance. | | |
| Provide regular opportunities for children with social and emotional needs to speak with an adult in school, either one-to-one or in small groups. | Extensive evidence links childhood social and emotional skills with improved outcomes at school and later in life, including better academic performance, positive attitudes, behaviour, and peer relationships. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel | 6 9 |
| Provide a broad curriculum and enrichment opportunities to develop children's cultural capital. Subsidise residential visits to make them more accessible to all pupils. | Research shows that providing pupils with access to a full range of educational experiences can help reduce outcome gaps. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully | 8 |
| Develop a range of parent workshops to help parents engage with their children's learning, focusing on areas such as early reading, phonics, reading comprehension, and maths calculations. | According to the EEF Teaching & Learning Toolkit, parental engagement is associated with an average of four months' additional progress over a year for children whose parents are actively involved, compared to similar children who are not. EEF In early years settings (pre-school and nursery), parental engagement interventions have an even greater impact, resulting in an average of around five months' additional progress. EEF+2 Specifically, benefits have been observed in early reading, language development, and number skills in the early years. EEF+2 The evidence supporting these findings is extensive: the latest Toolkit update included 124 studies on parental engagement. EEF+1 | 1, 2, 4, 5 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools, we have identified a need to set aside a small amount of funding to respond quickly to emerging needs that have not yet been identified. This could include providing uniform or school trip subsidies for families in unexpected financial difficulty, funding access to specialist interventions such as speech and language support, or covering costs for essential learning resources to ensure all pupils can fully participate in lessons and enrichment activities. | All |

Total budgeted cost: £99855

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.

- 84.6% of disadvantaged children in Reception reached all ELGs for Communication & Language.
- 61.5% of disadvantaged children in Reception reached all ELGs for Physical Development (PD).
- 38.5% of disadvantaged children reached a Good Level of Development (GLD).
- 75% of disadvantaged children passed the Year 1 phonics screening check.
- 50% of disadvantaged children passed the Year 2 phonics re-check.
- In the Year 4 MTC, the average score for disadvantaged children was 19.3, compared to 21.1 for the whole class.
- 58% of disadvantaged children reached EXS at the end of KS2 in reading, with 8% reaching the higher standard.
- 58% of disadvantaged children reached EXS at the end of KS2 in writing, with 0% reaching the higher standard.
- 42% of disadvantaged children reached EXS at the end of KS2 in maths, with 0% reaching the higher standard.
- Reading assessment tests showed improvement at termly intervals (Y1–Y6).
- The bottom 20% of children were listened to read every day. Further measures have been put in place to record reading within school.
- All disadvantaged children experience cultural trips and residential to improve SMSC education. All children are given the opportunity to attend trips and residential. Residential are not attended by all children; 46% of disadvantaged children attended. Residential are subsidised for all children. Over half of attendees were disadvantaged on all residential: Alnwick (53%), Wilderness Camp (52%), and Helmsley (55%).
- Teaching assistants have had a significant impact supporting small groups. They have also provided bespoke therapy and interventions (Listening Matters, Cognitive Behaviour Therapy, Lego Therapy, Relax Kids, Anger Monster, social stories, bereavement sessions) for children with emotional issues in the post-COVID landscape.
- Subsidised places at breakfast club have led to improved attendance for specific pupils. Breakfast club attendance has increased, ensuring children start the school day ready and with a healthy breakfast. Over the year, 94 children attended breakfast club, including 23 disadvantaged pupils (31% of disadvantaged children).
- Tea Club continues to grow in popularity, providing wrap-around care until 5pm. One disadvantaged child has accessed Tea Club at some point.
- Music tuition has been funded for two children, giving them opportunities they would not otherwise have.
- All clubs have been subsidised, allowing disadvantaged children to access a wide range of activities. 30.5% of all club places were taken by disadvantaged children.
- Behaviour rewards have helped maintain good behaviour across the school.
- New school values have been implemented, with values awards given out termly.
- The Christmas visit to the Pantomime was attended by 49 disadvantaged pupils.
- Continued initiatives to tackle persistent absence (PA) issues for disadvantaged pupils have been implemented. Attendance for this group was 92.85%, compared with 93.78% school-wide, with 4.94% of disadvantaged pupils persistently absent.

Externally provided programmes

| Programme | Provider |
|---------------|----------|
| Little Wandle | |
| Number sense | N/a |

Service pupil premium funding (optional)

| 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)

Additional activity

School's pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular and enrichment activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning school's pupil premium strategy, leaders have evaluated why activity undertaken in previous years had not had the degree of impact that was expected.

Leaders looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. Leaders also looked at studies about the impact of the pandemic on disadvantaged pupils.

This report has been compiled using the [EEF's implementation guidance](#) to help to develop school's strategy, particularly the 'explore' phase to help diagnose specific pupil needs and work out which activities and approaches are likely to work in school.

There is a robust evaluation framework in place for the duration of our three-year approach, with clear long term goals identified. Leaders will adjust the plan over time to secure better outcomes for pupils, if initial actions are not having the desired impact.