

¹Battle Hill Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Battle Hill Primary School
Number of pupils in school	277 R-Y6
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Review Date	November 2025
Date on which it will be reviewed	Annually
Statement authorised by	Academy Education Board
Pupil premium Lead	Headteacher – Miss R Jobey
Governor / Trustee lead	Kris Hartridge – Chair of governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,240
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	£204,240

Part A: Pupil premium strategy plan

Statement of intent

At Battle Hill Primary School, our intention is that all pupils, make optimum progress and achieve well across all subject areas, irrespective of background or the challenges they face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential, including those who are already high attainers.

Never before has the need to consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, been more pertinent following Covid. We serve a mixed catchment area, with a range of challenges being faced by many of our pupils and understand that all pupils are individuals and may require additional support at different times, regardless of their status. Our curriculum is driven by Possibility, Enrichment, Emotional Awareness and Community; therefore, our pupil premium strategy is intended to support all our pupils' needs, regardless of whether they are disadvantaged or not.

With high-quality CPD for teachers having a significant effect on pupils' learning outcomes and a greater effect on pupil attainment than other interventions, we ensure staff are provided with an extensive programme of research based continuous professional development. Quality first teaching is fundamental in our approach and is central in ensuring all our pupils receive the education and support they are entitled to. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Through detailed monitoring and assessment, we can target the areas in which disadvantaged pupils require the most support.

Our strategy has been designed with a significant emphasis on broader school plans for education recovery. Targeted support will be provided for children most in need through school led tutoring, including non-disadvantaged pupils.

Through regular robust diagnostic assessment, ongoing formative assessment and staff knowledge of our children and community, our approach will be responsive to common challenges and individual needs.

Our ultimate objective is that all pupils, irrespective of their background or the challenges they face, make optimum progress and achieve high attainment across all subject areas and the gap both educationally and holistically is closed. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and with staff who are knowledgeable and know our children well, we have high expectations of all pupils, including those who are already high attainers.

The range of provision that leaders consider in achieving these aims include, but are not limited to:

- *Robust monitoring, analysis and support of attendance*
- *Attendance monitoring and action to ensure that all pupils access school and are on time so that no learning is lost*

- Strong relationships with Local Authority Attendance team in line with new government guidelines Working Together to Improve Attendance (updated August 2024)
- Close working partnership with Safeguarding Consultants, including attendance support and audit
- Phonic knowledge and fluency using recognised scheme (RWInc) across EYFS, KS1 and where necessary lower KS2 including Fast Track Fresh Start for upper KS2
- Basic Skills interventions to provide a solid foundation upon which to build and secure future learning in Maths and English
- The teaching of reading including existing successful reading programmes (such as Accelerated Reader) extended from KS1 across KS2 and used as a complement to the teaching of reading and reading across the curriculum.
- Promote and facilitate the love of 'reading for pleasure'
- Behaviour and nurture support
- Emotional support for pupils (and families, where relevant including Early Help)
- Secure opportunities for disadvantaged pupils to access a wide variety of experiences across the curriculum including sport, the Arts, cultural visits, visitors, extra curricular activities and free breakfast club.
- Additional teaching and learning opportunities led by school staff or external agencies
- Research based CPD for staff, in order to improve the quality of teaching
- Teaching and learning resources to support pupils on free school meals, including those who are already high attainers
- Work with parents and engaging them in their child's learning
- Raise aspirations of pupils through curriculum delivery

All of the above, but not limited to, is aimed at accelerating progress and closing the gaps so achievement of pupil premium pupils is in line with national expectations.

Challenges

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

Challenge number	Detail of challenge
1	<p>School context of deprivation</p> <p>A large number of families continue to face social and economic challenges, which has been exasperated with the cost of living rises. Currently 53% are registered as FSM (well above average - IDSR December 2024). 67 (23%) of those pupils are long term disadvantaged.</p> <p>The school has deprivation at 29.5 and is in decile 3. Average school level IDACI score 0.3.</p> <p>78% of pupils are within decile 3, with 10% of pupils live in the 10% most deprived areas nationally.</p> <p>The school location deprivation indicator was in quintile 4 (more deprived) of all schools.</p>

	The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.
2	<p>Language and Communication</p> <p>Communication is the foundation for pupil development and early language development provides the building blocks for reading, educational progress and life success, (National Literacy Trust). In areas of significant deprivation as many as 60% of pupils start school with language delay. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Language acquisition cannot be neglected as an adequate language acquisition is essential for success. To become good readers, children first need to become confident communicators, with clear speech, a rapidly increasing vocabulary and strong levels of comprehension. Some pupils have limited understanding and are less able to articulate themselves fluently, therefore hindering their progress. Analysis shows those children who struggle with early phonics, and therefore find decoding and blending words more difficult, are largely disadvantaged. This lack of fluency on reading means reading is not automatic and requires conscious effort, leading to less attention on detail and comprehension of what is being read. This impacts greatly on the children's ability to access our wider curriculum. Our S&L referrals have increased this year and we have identified lack of early interactions and parental understanding of how children learn as a reason for this increase.</p>
3	<p>Attendance</p> <p>Historically the attendance and punctuality of our pupil premium children has been a challenge. Although we have worked hard to improve attendance, punctuality, remains an area for development. Parental voice has highlighted increased negative mental health and difficulties persists for some of our families, with the continued effect of the rising cost of living remains a challenge. We also continue to have a number of pupils taking term time holidays. Poor attendance rates for any pupil, particularly pupil premium children, reduces their school hours and dramatically widens the gap between themselves and their peers, therefore continued attention needs to be given to attendance and in particular punctuality.</p>
4	<p>Basic Skills</p> <p>It is essential that the basics across English and Maths are embedded into pupil long term memory. In some areas of school, particularly the earlier years, there is a lack of secure knowledge in basic skills due to low starting points and lack of parental engagement and understanding of how to support beyond school. We recognise that basics are the foundations of underpinning future learning. In order to address these gaps, early reading/reading, vocabulary, grammar, punctuation, spelling, times tables, number and place value must be securely embedded into long term memory using metacognitive teaching and intervention strategies. Our focus upon spellings and handwriting across school continues to be a basic skill to be secured.</p>
5	<p>SEMH</p> <p>As already noted, Battle Hill Primary School is in an area of significant deprivation with more than almost half of our pupils being disadvantaged. A significant and increasing number of pupils have complex and challenging home lives with the involvement of additional services to support family functioning. A number of pupils regularly struggle to self-regulate and this can lead to behaviours which result in removal from class or other school-based activities. It is a priority that our pupils are ready to learn and that we work hard to support pupil mental health to ensure that it is not a barrier to pupil learning and development for those children or their peers. School plays a very strong</p>

	social care role and relationships between adults in school, pupils and their families are pivotal to ensure pupils are happy, feel safe in school and can maintain school standards. There has been a rapid increase in referrals made to access support from external agencies for SEMH needs, not just for pupils but their families also.
6	Social Care Needs Battle Hill Primary School has an increasingly large number of families supported historically or currently by outside agencies including social care, family support workers and in particular Early Help Assessments (EHA), which although has decreased from 2023, remains at 17 families being supported in 2024 academic year. Currently a significant % of our current caseload are pupils eligible for PP. Many of our families need support from school to help them address their needs and to support their children's learning. The school also has a significantly increased number of registered young carers.
7	SEND The school has seen a significant rise in SEND with 35% (well above average) receiving SEND support, which includes 12 pupils who have EHCP plans. The largest increase in primary needs are in Language and Communication and Social, Emotional and Mental Health needs.

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
SEMH To support pupils by promoting positive mental health and wellbeing, improve pupils' ability to self regulate, and reduce overall removal from classes and other school-based activities.	Sustained measurable levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • Reduction in behaviour incidents recorded on CPOMs, including reduction of pupils being removed from class and other school-based activities. • Pupil/Parent/Carer/Staff Voice • Learning walks, including those supported by wellbeing governor • Monitoring of support, including Early Help and Thrive sessions • Inclusion Team working alongside parents and Connect Mental Health Team to monitor and support pupil mental health • SENDCo and DSL team continued work in supporting pupils and families • Increased attainment and progress • Improved punctuality for target pupils

	<ul style="list-style-type: none"> Parents continue to engage in range of support on offer, including coffee mornings, workshops and Family Thrive
Improved Outcomes Improve progress and attainment in reading, writing and maths across all year groups, for pupils eligible for pupil premium, including those who are already high attainers.	<ul style="list-style-type: none"> Teaching and learning across school will continue to be at least good, ensuring disadvantaged pupils make accelerated progress against individual targets from their starting points so more pupils meet age related expectations at key benchmarks Gaps between disadvantaged pupils and their non disadvantaged peers will close
Attendance Improved punctuality with increased attendance rates for those pupils eligible for pupil premium across school, ensuring the number of pupils eligible for pupil premium who are persistently absent, continues to decrease significantly.	<ul style="list-style-type: none"> Overall attendance for pupils eligible for pupil premium will be in line with national average, at least 96% or above. The number of pupils eligible for pupil premium, with poor punctuality will decrease.
Language and Communication Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Basic Skills To close the ARE gap in basic skills between disadvantaged pupils and their non disadvantaged peers across English and Maths and ensure learning is securely embedded into long term memory.	<ul style="list-style-type: none"> Baseline assessments will establish gaps Interventions designed for specific groups of pupils to close gaps and strengthen knowledge will be embedded <ul style="list-style-type: none"> Continued support and CPD for staff in metacognition and self-regulation will ensure recall to support future learning Continued monitoring of groups of pupils will show rapid progress for disadvantaged pupils, with gaps in attainment between them and their non disadvantaged peers closing Opportunities for enrichment will allow pupils to apply their learning within context. <ul style="list-style-type: none"> Pre teach will continue to show pupils increased confidence and tools such as understanding subject specific vocabulary, ensuring pupils can access main lessons

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: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on retention and upskilling of current support staff	<p><i>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement</i></p> <p>EEF: Targeted Academic Support EEF Improving Literacy in KS1</p>	1, 2, 4, 5, 6, 7
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Implementation of Insight Tracker, which will provide 'real time' data captures.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2, 4, 5, 7
<p>Inclusion Team to be established including inclusion lead/senior mental health lead/DHT, pastoral lead/thrive practitioner and 2 SENDCos. New SENDCos to complete NPQ (SEND)</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>This will include, but is not limited to:</p> <ul style="list-style-type: none"> Inclusion Team to host coffee 	<p>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):</p> <p>Improving Social and Emotional Learning in Primary Schools EE</p> <p><i>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</i></p> <p>Due to an increase in complex SEND needs across school, increased Inclusion Management</p>	1, 3, 5, 6, 7

<p>mornings/workshops for parents/carers half termly</p> <ul style="list-style-type: none"> • Further research based CPD for staff aimed at specific needs, including SEMH, Autism, ADHD, Sensory and Trauma needs • Involvement from Educational Psychologist particularly around improving unstructured times • Outreach support from specialist services for pupils with complex needs • Working closely with Connect Mental Health Team, including interventions for pupils and whole classes • Work with LA Inclusion Team – Team around the Setting <p>HT and DHT engage with Inclusive Leadership Course and implement action plan with a focus on reducing removal from class/school-based activities</p>	<p>time will ensure early identification, timely referrals, and a whole school approach to mental health being embedded across school with research based CPD for staff where required. This, along with the five recommendations from EEF regarding SEND in mainstream schools, will mean quality first teaching meets the needs of pupils with SEND, with targeted interventions being implemented earlier and tracked effectively for impact.</p> <p>EEF - Special Educational Needs in Mainstream Schools</p>	
<p>New Maths Lead to sustain enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of 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>Mathematics guidance: key stages 1 and 2</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>	<p>1, 2, 4, 7</p>

<p>Continued development , implementation and teaching of early reading</p> <ul style="list-style-type: none"> • Staff new to teaching RWI phonics to complete full training in teaching the programme • Implement and embed Drawing Club across Reception and Nursery • Reading Lead to implement individual RWI training pathways, dependant on needs of staff • Reading Lead to deliver CPD on <i>Making a Strong Start in Reception</i> and monitor impact • Reading Lead to deliver weekly coaching sessions, dependant on needs of CPD or areas of required support 	<p>Learning to read is one of the most formative phases of a child's school experience and it lays the foundations for so much more. Those who do not master reading at school go on to struggle with essential tasks of life, so children mastering the art of reading during their school years is vital. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><u>Read Write Inc – Research and Evidence</u> <u>EEF Blog: Phonics – mastering the basics of reading</u> <u>Choosing a Phonics Teaching Programme DFE</u> <u>EEF Toolkit</u></p>	<p>1, 2, 4, 7</p>
<p>Investment in Staff professional development plays a key part in the school's strategic plan. Professional growth will focus on developing staff subject knowledge and the quality of teaching, as well as developing staff as subject leaders.</p> <p>A range of CPD will be provided throughout the year to address school priorities and need.</p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between ECT and more experienced teachers, with quality CPD having a greater effect on pupil attainment than other interventions schools may consider.</p> <p>All staff will receive evidence-based training, linked to school priorities. In addition to this, staff will receive individualised training, depending on need or areas for development.</p> <p><i>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.</i></p> <p><i>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</i></p> <p><u>Evidence review: The effects of high-quality professional development on teachers and students – Education Policy Institute</u> <u>Effective Professional Development - EEF</u> <u>EEF – A Guide to Pupil Premium</u></p>	<p>1, 2, 3, 4, 5, 6, 7</p>

	<p>Investing in professional development for teachers and teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes and can overcome barriers related to time and practical implementation.</p> <p><u>Teaching Assistant Interventions - EEF</u> <u>Evidence review: The effects of high-quality professional development on teachers and students – Education Policy Institute</u> <u>Effective Professional Development - EEF</u></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of formative assessment and effective feedback	<p>Research shows the importance of providing meaningful feedback, which supports pupil progress, builds on learning, addresses misunderstandings, and thereby closes the gap between where a pupil is and where the teacher wants them to be. Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies and may lead to same day interventions.</p> <p><u>Teacher Feedback to Improve Pupil Learning - EEF</u></p>	1, 2, 4, 5, 7
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	<p>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:</p> <p><u>Oral language interventions Teaching and Learning Toolkit EEF</u></p>	2, 4, 7
Targeted interventions to support early reading, reading, literacy and maths eg 1:1 RWI phonics (bottom 20%), small group RWI phonics.	<p>Evidence consistently shows the positive impact that targeted academic support, including those who are not making good progress across a range of subjects. Considering how teachers and teaching assistants can provide academic support, including how to link structured one to one or small group interventions to</p>	1, 2, 4, 7

Targeted interventions are monitored regularly to evaluate impact, through use on Provision Map	high quality classroom teaching, will be a key component in our pupil premium strategy being effective. Teaching assistants can provide a large positive impact on learner outcomes. Where teaching assistants are trained to deliver an intervention to small groups or individuals, there is evidence of higher impact. <u>Teaching Assistant Interventions - EEF</u>	
Parental/Carer Workshops, including, but not limited to, Early Reading, Maths Mastery, Managing Transitions, and workshops aimed at specific needs such as SEMH, Autism or sleep routines	Parental engagement has a positive impact on average of 4 months' additional progress. Providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes. <u>Parental Engagement - EEF</u>	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: £ 44,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support working closely with families to improve attendance, punctuality and support the SEMH needs of vulnerable disadvantaged families.	Interventions with Thrive Practitioners build on children's emotional literacy and engages pupils with strategies to draw on in difficult times. British Education Research Association (BERA) claims that pastoral care in education improves learners' attendance, fosters an atmosphere that is conducive for learning and promotes tolerance, resilience, fairness and equal opportunities for all, with due regard for protected characteristics. Evidence shows effective pastoral care can: improve students' attendance and retention rates; foster an orderly atmosphere in which all students can access opportunities, enhance their academic achievements and promote tolerance, especially in students and teachers with due regard for protected characteristics <u>Social and Emotional Learning - EEF</u>	1, 3, 5, 6, 7
Embedding principles of good practice set out in the DfE's guidance on <u>working together to</u>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 3, 6

<p><u>improve school attendance.</u></p> <p>Arbor teacher app.</p> <p>Focus work on attendance in order to monitor and support pupil premium children and their families and reduce persistent absence.</p>	<p>Attendance is logged in class electronically, meaning immediate, up to date data is available and swift action is taken to address non-attendance and punctuality of pupils.</p> <p>Research has found that poor attendance is linked to poor academic attainment across all key stages. However, evidence suggests, even small improvements in attendance can lead to meaningful impacts on outcomes.</p> <p><u>An Evidence Informed Approach to Improving Attendance – Research Schools Network</u></p> <p><u>Attendance Guidance - School Handbook NTC</u></p> <p><u>Research into how attendance can impact on attainment – The Key</u></p> <p><u>Attendance Interventions - EEF</u></p>	
<p>Inclusion - educational visits, visitors and project involvement for all pupils regardless of background</p> <p>Increase range of extra-curricular activities on offer for all pupils</p>	<p>Children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education, with enrichment approaches directly improving pupils' attainment. Pupils should experience the world beyond the classroom as an essential part of learning and personal development. These, often the most memorable learning experiences, help children to make sense of the world around them by making links between feelings and learning. By helping pupils apply their knowledge across a range of challenges, learning outside the classroom builds bridges between theory and reality, schools and communities, young people and their futures. Quality learning experiences in 'real' situations have the capacity to raise achievement across a range of subjects and to develop better personal and social skills.</p> <p>Pupil premium funding is used to provide and subsidise opportunities for pupils. We also fund various projects linked to the curriculum and our local heritage, which all pupils can access and become involved in. This includes, but is not limited to, 2 year old music project with children and their families, participation in Mouth of the Tyne, North Tyneside Music Extravaganza at the Sage, North Tyneside Dance Festival. Evidence suggests that the greater the experiences, the greater the extension of vocabulary.</p> <p><u>Learning Outside the Classroom - Manifesto</u></p> <p><u>Social Impact Report – Outward Bound Trust</u></p> <p><u>Life skills and enrichment EEF</u></p> <p><u>(educationendowmentfoundation.org.uk)</u></p> <p>Music in schools positively impacts on all children (particularly those from disadvantaged backgrounds) in</p>	<p>1, 2, 3, 5, 6, 7</p>

	<p>many ways. It enhances their social skills, offers opportunities to perform and develop self-confidence, improves mental wellbeing and can positively impact on academic performance.</p> <p><u>The Importance of Music - DFE</u></p>	
<p>Providing a fully funded breakfast club to pupil premium children</p>	<p>An EEF impact evaluation found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months additional progress in Key Stage 1. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p><u>Breakfast Clubs Work their Magic in Disadvantaged English Schools - IFS</u></p> <p><u>Magic Breakfast - EEF</u></p> <p><u>National School Breakfast Programme - EEF</u></p>	1, 3, 5, 6
<p>Efficient and effective use of CPOMS to enable teachers and SLT to track and monitor attendance and incidents by group or category across school and academic years, allowing trends to be identified and improvements made.</p>	<p>All members of staff are now able to record incidents so school has an immediate and up to-date accessible log. This helps members of staff to identify areas for concern where appropriate and provide effective safeguarding of all children and in addition to this, SLT use the log to track and address trends in behaviour and attendance. CPOMS enables schools to improve their management of child protection and similar incidents and actions, whilst reducing staff time, paperwork and administration. CPOMS also enables schools to track referrals to external agencies, such as the NHS/CAMHS, Children's Services, and the Police (including letters and phone calls) and be alerted if timescales are not being met. The software also uses the 12 same action-based functionality to track communication with parents and carers, as well as students. Data is recorded and can be used to produce data tables to support internal staff and external agencies.</p>	1, 3, 5, 6, 7
<p>Partnership (eg NUSTEM - NUSTEM Primary Carers, Me You and Science Too Programme, teacher subject knowledge, resources, parental engagement, STEM experts in school, STEM educational visits)</p> <p>Working with North East Ambition to create an action plan and develop a careers curriculum.</p>	<p>Teachers are a key influence on young children's career aspirations. Working with partners such as NUSTEM develops resources that our teachers can use to support the children in our school with knowledge of eg STEM careers, and to broaden career aspirations.</p> <p>Established as a research-rich practitioner-led project, the development of NUSTEM has been strongly influenced by recent and current research. Research is unequivocal: ongoing engagements with partners are much more beneficial than one-off activities.</p> <p><u>NUSTEM Research</u></p> <p><u>SYM873648_Careers-Education-Infographic (d2tic4wvo1usb.cloudfront.net)</u></p> <p><u>Parental engagement EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p>	1, 2, 4, 6

Careers Lead to attend ongoing network events.		
Thrive Approach / Family Thrive	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning (SEL) skills than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Thrive benefits individuals, transforms settings and delivers improvements in children's behaviour, leading to better engagement and attainment, by helping children regulate their own behaviour and learn about their emotions. It reduces exclusions and improves attendance and achievement levels by helping children engage with education. Family Thrive courses strengthen links with parents and carers by ensuring a joined-up approach to supporting children's emotional and social needs.</p> <p><u>Thrive – Underpinning Theory and Science</u> <u>Social and Emotional Learning - EEF</u></p>	1, 3, 5, 6, 7

Total budgeted cost: £204,240

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 2022 to 2023 academic year.

	Outcomes (Desired)	Review 2023-2024
A	SEMH To continue to improve and sustain positive mental health, wellbeing and behaviour through whole school approach to mental health and wellbeing, counselling service, Thrive and Family Thrive for pupil premium across school, ensuring SEMH is high priority.	<p>HT and DHT took part in Mental Health audit which has resulted in the school working closely with Connect Mental Health Team. A sensory room has been created in school and staff have begun to consider use of spaces in school for pupils who require a safe space. Pupil monitoring, including by a member of our Academy Education Board, shows that the majority of pupils feel safe in school, know where to get help and feel confident that staff will help them if they need it.</p> <p>Pupil voice and monitoring of behaviour trends generally shows improved pupil confidence, motivation and positive behaviour, including behaviour for learning However, there is a need for further development around unstructured times and removal of a small number of pupils from their classes and other school-based activities. Qualitative data from staff shows training has had significant positive effects on their confidence, mental health literacy, approaches to supporting pupils and perception of the school as a nurturing and protective environment.</p> <p>There has been good attendance at half-termly SEND parental coffee mornings across the year, which have been supported by North Tyneside Parent Carer Forum and have included a variety of workshops based on parental need/request.</p>
B	Improved Outcomes Improve progress and attainment in reading, writing and maths across all year groups, for pupils eligible for pupil premium, including those who are already high attainers.	<p>Pupils passing Y1 phonics screener was in line with National Average (NA). Disadvantaged pupils passing the phonics screener in Y1 within the school were in line with their non disadvantaged peers.</p> <p>Pupils passing Phonics screener by the end of Y2 is in line with NA (55%).</p> <p>Progress across school is good. However, disadvantaged pupils now need to make accelerated progress in order to close the gaps between them and their non disadvantaged peers.</p> <p>KS2 -The % of pupils achieving expected standard is in line with NA in Reading, Writing and Maths.</p> <p>The % of pupils working at greater depth was above NA in reading, in line with NA for Maths however below NA for writing.</p> <p>Secondary ready remains in line with NA.</p> <p>Disadvantaged pupils perform in line with their disadvantaged peers nationally in reading, writing and maths. However, there remains a gap between them and their non disadvantaged peers.</p>
C	Attendance	<p>Monitoring of attendance showed an upward trend since 2021 - 2022, increasing overall from 93.36% to 94.46%.in 2022-2023 and 94.73% in 2023-2024.</p>

	Improved attendance, with increased attendance rates for those pupils eligible for pupil premium across school, ensuring the number of pupils eligible for pupil premium who are persistently absent, continues to decrease significantly.	However, a number of families taking holidays, continues to impact on overall attendance. Punctuality remains an area for further development.
D	Language and Phonics To Improve communication skills (oracy, reading and writing, vocabulary acquisition and understanding) and early reading skills in disadvantaged pupils	Observations and data are beginning to show a significant shift in the quality of vocabulary used in written and oral communication by pupils. Pupils are showing a developing understanding of vocabulary, across all subjects. Pupils are exposed to language rich environment, with recognition of the emphasis on developing language and vocabulary from early years and beyond across school, from external monitoring. However, despite efforts, there has been an increased number of referrals made due to challenges children are experiencing with their language and communication skills. Furthermore, the starting points of many of our children remain lower than national average as they enter into Early Years.
E	Basic Skills To close the ARE gap in basic skills between disadvantaged pupils and their non disadvantaged peers across English and Maths and ensure learning is securely embedded into long term memory.	Staff have been delivering pre-teach sessions to targeted groups of pupils. Monitoring of teaching has shown increased levels of pupil confidence and participation as well as a good understanding of subject specific vocabulary, ensuring pupils can access the main lessons. The school has participated in the Pie Corbett Punctuation Project. This has now been embedded across the school and continues to address gaps. There has been a strong focus across subjects on retrieval practise and, in Maths, a focus on increasing fluency. School have continued to implement and embed Mastering Number and continue to be involved in a borough-wide project. This is now taught in Y1, Y2, Y4, Y5 and Y6. Some training has been delivered to staff on metacognition and strategies for teachers to use in classes. Attainment of disadvantaged pupils in reading and maths is in line with their non disadvantaged peers nationally by the of KS2. However, the gap remains in writing.

Externally provided programmes

Non-DfE programmes that we purchased in the previous academic year.

Programme	Provider
Read Write Inc	Ruth Miskin / Oxford University Press
Thrive Licenced Practitioner Status	Thrive
Accelerated Reader	Renaissance Learning
Spelling Shed	Ed Shed
Launchpad for Literacy	Kirstie Page – Launchpad for Literacy
Commando Joe's	CJ's Education Services
TT Rockstars	Maths Circle Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information

Our 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.*
- *utilising a [DFE- Opening Schools Facilities \(OSF\) 3 year funding for schools](#) . The funding supports us by partnering up Bikes4Health and other local sporting and youth and community organisations to provide collaborative, inspiring, accessible and meaningful provision that helps improve physical activity levels and participation through cycling. We offer a wide range of high-quality extracurricular cycling activities to our pupils and the local community to boost wellbeing, behaviour, attendance, and aspiration. Activities focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils are encouraged and supported to participate.*
- *Participation in Rise – Early Years School Programme.*
- *Holiday clubs are offered across the academic year, through the application for HAF funding (Holiday Activities and Food Programme)*
- *Participation in RADY (Raising Attainment for Disadvantaged Youngsters) Programme*
- *Participation in Inclusive Leadership Programme*

We accessed EEF Pupil Premium Resources, including the EEF Guide to mPupil Premium and linked resources <https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium> to help us develop our strategy, particularly the ‘explore’ phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities and through support staff, monitoring progress, solving problems, and adapting strategies where needed, we will deliver the activities needed so that our plan is delivered effectively and sustained over time.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our pupil premium strategy over time to secure better outcomes for pupils.