Battle Hill Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Battle Hill Primary School
Number of pupils in school	258 (R-Y6)
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	December 2025
Review Date	November 2026
Date on which it will be reviewed	Annually
Statement authorised by	Academy Education Board
Pupil premium Lead	Headteacher – Miss R Jobey
Governor / Trustee lead	Mrs J Bishop

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,920
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	£193,920

Part A: Pupil premium strategy plan

Statement of intent

At Battle Hill Primary School, our intent is that **all pupils make optimum progress and achieve highly across all subject areas**, irrespective of background, circumstance or the challenges they may face. Central to our pupil premium strategy is a commitment to **equity**, ensuring that disadvantaged pupils are supported to achieve their full potential, including those who are already high attainers.

In the context of post-Covid recovery, the need to address the complex and evolving challenges faced by vulnerable pupils—including those with a social worker and young carers—has never been more significant. Serving a mixed catchment area, we recognise that many of our pupils experience a range of social, emotional and economic barriers to learning. We also acknowledge that pupils are individuals whose needs may fluctuate over time, and that additional support may be required at different points, regardless of disadvantage status.

Our curriculum is underpinned by the principles of **Possibility, Enrichment, Emotional Awareness and Community**. Consequently, our pupil premium strategy is designed to support the needs of all pupils while prioritising those who are disadvantaged, ensuring that barriers to learning—both academic and holistic—are identified early and addressed effectively.

High-quality teaching is at the heart of our approach. We recognise that **quality first teaching has the greatest impact on pupil outcomes and on closing the disadvantage attainment gap**, while simultaneously benefiting non-disadvantaged pupils. Staff are therefore provided with an extensive programme of **research-informed, high-quality continuous professional development (CPD)**, reflecting evidence that effective teacher development has a significant and sustained impact on pupil attainment. Through robust monitoring, assessment and analysis, we ensure that teaching is responsive and that support is precisely targeted to areas of greatest need.
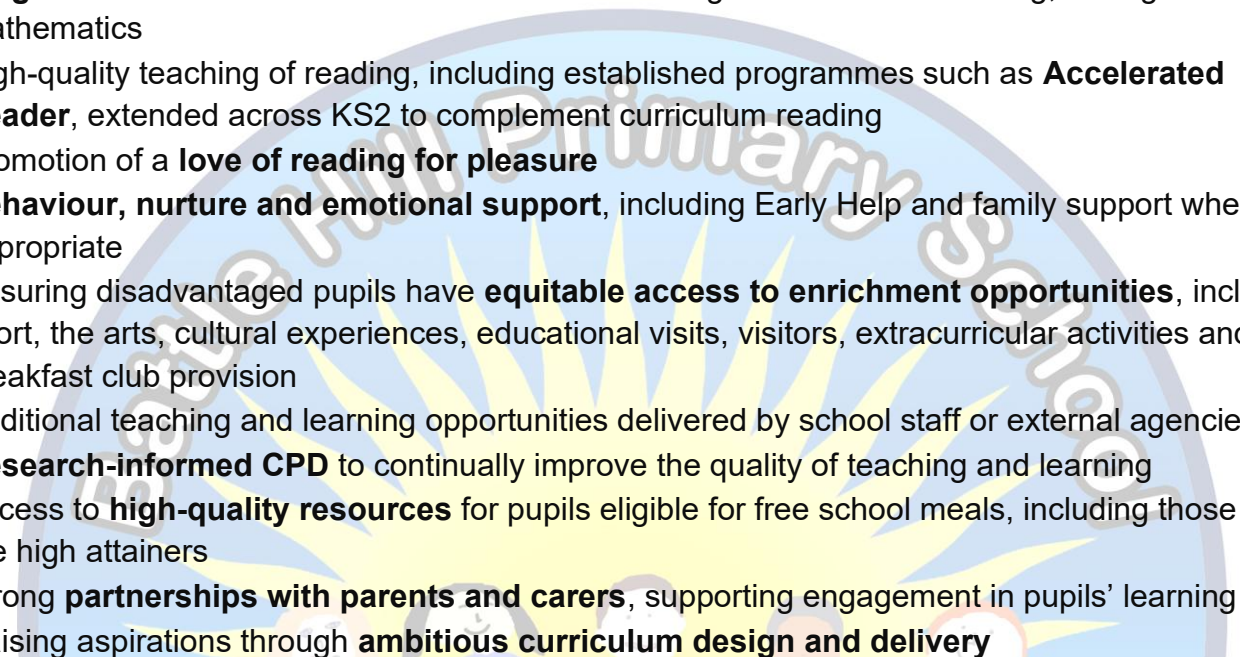
Our pupil premium strategy is closely aligned with wider **school improvement and education recovery priorities**. Targeted academic and pastoral support is provided for pupils most in need, including non-disadvantaged pupils where appropriate, ensuring resources are directed according to need rather than label.

Through **regular diagnostic assessment, ongoing formative assessment, and staff's strong knowledge of pupils and the community**, our approach remains flexible and responsive to both common barriers and individual circumstances.

Our ultimate objective is that **all pupils, regardless of background or challenge, achieve high attainment and make strong progress**, with gaps—academic, social and emotional—progressively closed. This strategy reflects our high expectations of all pupils and our belief that, with skilled staff who know their children well, every pupil can succeed.

Provision to Support This Intent

The range of provision leaders consider in achieving these aims includes, but is not limited to:

- **Robust monitoring and analysis of attendance**, with targeted support to improve attendance and punctuality
- Close partnership with the **Local Authority Attendance Team**, in line with *Working Together to Improve Attendance* (updated August 2024)
- Collaboration with **Safeguarding Consultants**, including attendance support and audits
- A strong focus on **early reading and phonics**, using a recognised scheme (Read Write Inc.) across EYFS, KS1 and, where necessary, KS2, including *Fresh Start* in upper KS2
- **Targeted basic skills interventions** to secure strong foundations in reading, writing and mathematics
- High-quality teaching of reading, including established programmes such as **Accelerated Reader**, extended across KS2 to complement curriculum reading
- Promotion of a **love of reading for pleasure**
- **Behaviour, nurture and emotional support**, including Early Help and family support where appropriate
- Ensuring disadvantaged pupils have **equitable access to enrichment opportunities**, including sport, the arts, cultural experiences, educational visits, visitors, extracurricular activities and free breakfast club provision
- Additional teaching and learning opportunities delivered by school staff or external agencies
- **Research-informed CPD** to continually improve the quality of teaching and learning
- Access to **high-quality resources** for pupils eligible for free school meals, including those who are high attainers
- Strong **partnerships with parents and carers**, supporting engagement in pupils' learning
- Raising aspirations through **ambitious curriculum design and delivery**

Collectively, these approaches are intended to **accelerate progress and close gaps**, ensuring that outcomes for pupil premium pupils are at least in line with national expectations and that all pupils are well prepared for future learning and life beyond Battle Hill Primary School.

Challenges

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

Challenge number	Detail of challenge
1	**School context of deprivation**
	A large number of families continue to face social and economic challenges, which has been exasperated with the cost of living rises. Currently 52% are registered as FSM (well above average - IDSR December 2025). 23% of those pupils are long term disadvantaged.
	The school has an average IMD score of 29 and is in decile 3. Average school level IDACI score 0.3.
	70% of pupils are within decile 3, with 12% of pupils live in the 20% most deprived areas nationally.
	The school location deprivation indicator was in quintile 4 (more deprived) of all schools.
	The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.
2	**Language and Communication**
	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.
3	**Attendance**
	Historically the attendance and punctuality of our pupil premium children has been a challenge. We have worked hard to improve attendance, although both attendance and punctuality, remain an area for development. Parental voice has highlighted increased negative mental health, in both adults and children, 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.
4		**Basic Skills** 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.
5		**SEMH** As already noted, Battle Hill Primary School is in an area of significant deprivation with more than 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 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 remains at 19 families being supported in 2025 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 37% (well above average) receiving SEND support, which includes pupils who have 9 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.

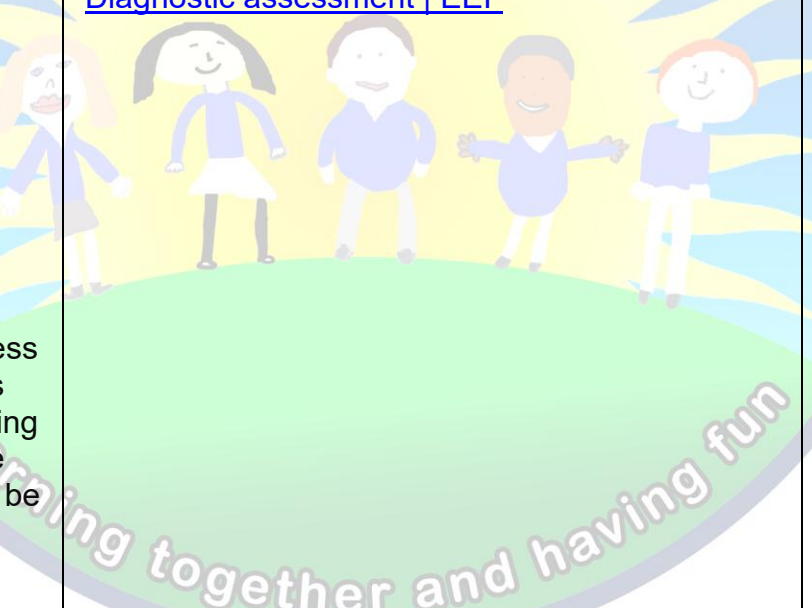| Intended outcome	Success criteria
SEMH To support pupils by promoting positive mental health and wellbeing, improve pupils' ability to self-regulate, and reduce overall removal from classes and other school-based activities.	Sustained measurable levels of wellbeing demonstrated by: • Reduction in behaviour 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, DSL/DDSLs and Inclusion Team continued work in supporting pupils and families • Increased attainment and progress • Improved attendance and punctuality for target pupils • 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.	• 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 attendance and 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.	• Overall attendance for pupils eligible for pupil premium will be in line with national average, at least 95% or above. • The number of pupils eligible for pupil premium, with poor punctuality will decrease.
Language and Communication	• Disadvantaged pupils use a wider range of age-appropriate vocabulary confidently in whole-class

Improved oral language skills and vocabulary among disadvantaged pupils.	discussions, partner talk and structured talk activities.
	• Increased confidence and willingness to speak, with disadvantaged pupils actively contributing verbally during lessons and small-group work.
	• Improved oral language leads to stronger comprehension and written outcomes, evidenced by increased use of ambitious vocabulary in reading responses and writing.
	• Teachers and support staff consistently model, reinforce and explicitly teach vocabulary, resulting in improved talk-rich classroom environments observed during monitoring.
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.	• Baseline assessments will establish gaps
	• Interventions designed for specific groups of pupils to close gaps and strengthen knowledge will be embedded
	• Continued support and CPD for staff in metacognition, adaptive teaching 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.
	• Pre teach will continue to show pupils increased confidence and tools such as understanding subject specific vocabulary, ensuring pupils can access main lessons

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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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on upskilling of current support staff	*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* *EEF: Targeted Academic Support* *EEF Improving Literacy in KS1*	1, 2, 4, 5, 6, 7
Training for staff to ensure diagnostic gap analysis assessments are interpreted and administered correctly. Implementation of Insight Tracker, RWI handwriting assessment, Times Table Rockstars add on and Number Sense, which will provide 'real time' data captures. New format of pupil progress meetings, which has focus on those children not making appropriate progress to be implemented. Meetings to be attended by member(s) of SLT/ SENDCo	When used effectively, diagnostic gap analysis can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	1, 2, 4, 5, 7
Inclusion Team, including inclusion lead/senior mental health lead/DHT, pastoral lead/thrive practitioner and 2 SENDCos, to work closely with staff/families in order to identify needs and provide support . New SENDCos to continue NPQ (SEND).	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 | EE	1, 3, 5, 6, 7

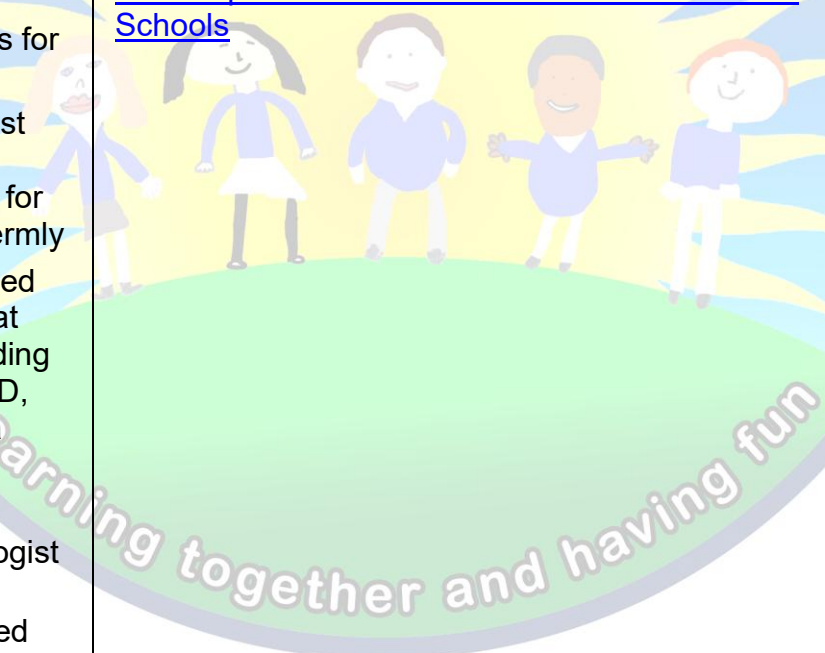|		
Inclusion Lead to complete Leading Staff Wellbeing Course. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. This will include, but is not limited to: • Ongoing CPD for Drawing and Talking practitioners • SENDCo plus 1 other to complete theories and practice of nurture groups training, including access to the Boxall profile, which will allow identification of needs for targeted support. • Inclusion Team to host coffee mornings/workshops for parents/carers half termly • 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 and relational practice • Outreach support from specialist services for pupils with complex needs • Working closely with Connect Mental Health Team, including	*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.* Due to an increase in complex SEND needs across school, increased Inclusion Management 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. EEF - Special Educational Needs in Mainstream Schools	

interventions for pupils and whole classes		
• Work with LA Support Team – Team around the Setting • Supervision Skills for Leaders course – begin to offer supervision for staff • Supervision Skills for Leaders course – begin to offer supervision for staff		
New Maths Lead to sustain enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. 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)	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: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 2, 4, 7
Continued development , implementation and teaching of early reading • 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 *Making a Strong Start in Reception* and monitor impact • Reading Lead to deliver weekly coaching	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. *Read Write Inc – Research and Evidence* *EEF Blog: Phonics – mastering the basics of reading* *Choosing a Phonics Teaching Programme DFE* *EEF Toolkit*	1, 2, 4, 7

sessions, dependant on needs of CPD or areas of required support		
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. A range of CPD will be provided throughout the year to address school priorities and need. Any CPD delivered, will have impact measured pre and post delivery and will be recorded on subject lead action plans.	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. 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. *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.* *Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.* *Evidence review: The effects of high-quality professional development on teachers and students – Education Policy Institute* *Effective Professional Development - EEF* *EEF – A Guide to Pupil Premium* 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. *Teaching Assistant Interventions - EEF* *Evidence review: The effects of high-quality professional development on teachers and students – Education Policy Institute* *Effective Professional Development - EEF*	1, 2, 3, 4, 5, 6, 7

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 gap analysis, formative assessment and effective feedback	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. *Teacher Feedback to Improve Pupil Learning - EEF*	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.	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	Teaching and Learning Toolkit	EEF	2, 4, 7
Targeted interventions to support early reading, reading, literacy and maths eg 1:1 RWI phonics (bottom 20%), small group RWI phonics. Targeted interventions are monitored regularly to evaluate impact, through use on Insight Tracker and Provision Map.	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 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. *Teaching Assistant Interventions - EEF*	1, 2, 4, 7
Parental/Carer Workshops, including, but not limited to, Early Reading, Maths Mastery, Managing Transitions, and workshops aimed at specific needs	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. *Parental Engagement - EEF*	1, 2, 3, 4, 5, 6, 7

such as SEMH, Autism or sleep routines		

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

Budgeted cost: £43,920

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 *Social and Emotional Learning - EEF*	1, 3, 5, 6, 7
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. Arbor teacher app. Focus work on attendance in order to monitor and support pupil premium children and their families and reduce persistent absence.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. 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. 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. *An Evidence Informed Approach to Improving Attendance – Research Schools Network* *Attendance Guidance - School Handbook NTC*	1, 3, 6

	Research into how attendance can impact on attainment – The Key *Attendance Interventions - EEF*	
Inclusion - educational visits, visitors and project involvement for all pupils regardless of background. Increase range of extra-curricular activities on offer for all pupils.	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. 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. *Learning Outside the Classroom - Manifesto* *Social Impact Report – Outward Bound Trust* Life skills and enrichment	EEF (educationendowmentfoundation.org.uk) Music in schools positively impacts on all children (particularly those from disadvantaged backgrounds) in 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. *The Importance of Music - DFE*	1, 2, 3, 5, 6, 7
Providing a fully funded breakfast club to pupil premium children.	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.	1, 3, 5, 6

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	Breakfast Clubs Work their Magic in Disadvantaged English Schools - IFS *Magic Breakfast - EEF* *National School Breakfast Programme - EEF*	
Continue to develop 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.	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.	1, 3, 5, 6, 7
Partnership (eg North Tyneside Learning Trust, Primary Carers, Connect Mental Health, Maths Hub, teacher subject knowledge, resources, parental engagement, STEM experts in school, STEM educational visits, Centurion Multi Academy Trust schools) Working with North East Ambition to create an action plan and develop a careers curriculum. Careers Lead to attend ongoing network events.	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. 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. *NUSTEM Research* SYM873648_Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net) Parental engagement	EEF (educationendowmentfoundation.org.uk)	1, 2, 4, 6
Thrive Approach / Family Thrive Drawing and Talking Therapy	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	1, 3, 5, 6, 7

Nurture North East Group Training, including Boxall profile.	healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	
	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.	
	Thrive – Underpinning Theory and Science	
	Social and Emotional Learning - EEF	

Total budgeted cost: £193,920

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.

	Outcomes (Desired)	Review 2024-2025
A	**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.	Senior Mental Health Lead/Inclusion Lead and SENDCo have continued to engage heavily with Connect Mental Health. They have continue to complete annual reviews. Connect Mental Health are now delivering a Friends Resilience Programme to Y3 and have supported us in setting up wellbeing ambassadors in Y6 with the intention of training Y5 later on this year to ensure sustainability. Safe spaces are available around school and recent learning walks have shown that children know where they can go and how to access the spaces. We are now beginning to provide more resources within these spaces and teach children how to use the spaces well to self-regulate. Senior Mental Health Lead and Pastoral Lead have completed Drawing and Talking Therapy Training and are now offering therapy to targeted pupils. The sensory room is being well used and we now have a larger and well-equipped sensory area which is situated within our reception classroom. Further CPD is planned for this year to support staff in meeting the sensory needs of pupils within their classrooms. Pupil voice and monitoring of behaviour trends generally shows improved pupil confidence, motivation and positive behaviour, including behaviour for learning. We developed an action plan to develop unstructured times last year as a result of monitoring that was undertaken by our EP and our wellbeing governor. They carried out some observations, carried out learning walks, spoke to staff and pupils and then attended a meeting with members SLT. Lunchtime staff now receive weekly supervision (an outcome that was part of the action plan).
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.	Pupils passing Y1 phonics screener was in line with National Average (NA). However disadvantaged pupils still underperformed compared to their non-disadvantaged peers. Pupils passing Phonics screener by the end of Y2 is in line with NA. The school has seen a 3% improvement since 2024. Progress across school is good. 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. Therefor, disadvantaged pupils need to make accelerated progress in order to close the gaps between them and their non-disadvantaged peers.
C	**Attendance**	Monitoring of attendance showed an upward trend since 2022-2023, increasing overall from 94.46% to 94.73% in 2023-2024. However, a number of families taking holidays, a dual registered pupil failing to attend

	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.	alternative provision, and a very small number of school refusers continues to impact on overall attendance. Punctuality remains an area for further development.
D	**Language and Communication** Improved oral language skills and vocabulary among disadvantaged pupils.	Observations and data continue to show a shift in the quality of vocabulary used in written and oral communication by pupils. Learning walks and classroom observations show that pupils are 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. Staff continue to develop working walls and ensure a consistent approach across school in order to support vocabulary acquisition.
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. There has been a strong focus across subjects on retrieval practice and, in Maths, a focus on increasing fluency. School have continued to implement and embed Mastering Number, however due to a decline in pupils achieving high scores in multiplication test, more CPD is planned and resources/add-ons will be purchased to support teachers in identifying gaps and ensuring regular retrieval of key facts. There is a school-wide focus on handwriting as this has impacted on the number of children achieving ARE at KS2.

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
Number Sense	Number Sense Maths Ltd
Drawing and Talking Therapy	Drawing and Talking 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)*

- *Implementation of RADY action plan continues (Raising Attainment for Disadvantaged Youngsters) Programme*

- *Impact of Inclusive Leadership Programme continues to drive developments in school*

We accessed EEF Pupil Premium Resources, including the EEF Guide to Pupil 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.