

# Pupil premium strategy statement- Autumn 2024-25

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

Detail	Data
School name	Byker Primary School
Number of pupils in school	419 Pupils
Proportion (%) of pupil premium eligible pupils	77%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	31 <sup>st</sup> December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mrs Michelle Donnison
Pupil premium lead	Mrs Michelle Donnison
Governor / Trustee lead	Nick Kemp

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£497,163
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£497,163

# Part A: Pupil premium strategy plan

## Statement of intent

Byker Primary school is an larger than average sized inner-city primary in the East End of Newcastle which caters for pupils aged 2 - 11.

There are currently 419 pupils including children in nursery and Pre-school and Reception to Year 6. This is slightly lower than PAN (pupil admission numbers) due to low birth rates in the area and a reduced intake from 59 in 2023-24 cohort of Reception to 40 pupils in 24-25.

Through a relational ethos, we aim to be as inclusive as possible making sure that any opportunities to develop knowledge, skills and resilience are taken. Our Pre-School is designed to ensure that children have as good an opportunity as possible, from the earliest stage. We are a 2 form entry school and staff therefore have to fully understand the curriculum alongside opportunities we provide. The curriculum is enhanced through additional opportunities and an engaging and challenging curriculum that meets the needs of the children. Children are well supported when needed and additional needs are met through a number of strategies and support.

The Attendance and Welfare Officer works alongside the SLT improving attendance and welfare at a strategic level. We are focused on multi-agency working and takes increasing responsibility to ensure that the welfare of the child and the family is met. The collaboration between schools across the East End and the Local Authority, and the wider Newcastle community, is a strength for us as the only remaining LA Maintained Primary Setting. This reinforces the nurturing ethos of Byker. A strength of Byker Primary is the strong working relationships which we have with each other and the external community. This is enhanced by consistent and regular feedback, in a range of different ways, regarding progress, attainment, attendance and attitude in class. We know our children well and staff understand the context of the school and the community. Academic outcomes are strong and by the end of KS2, through consistent quality first teaching, are improving to being line with National Averages. Internal school data shows good progress is being made and school expects that academic outcomes at the end of 2024-25 will remain high and continue to narrow the attainment gaps.

Ultimate objectives:

- Close the gap of attainment between disadvantaged and non-disadvantaged pupils at each phase through QFT.
- All pupils, particularly those from disadvantaged backgrounds are supported relationally with welfare, SEND, Attendance and behavioral support to access the curriculum alongside their peers.

At Byker we will use the PPG for our pupil premium children by supporting the holistic child and the community. The following list indicates what our pupil premium strategy will include, but is not limited to:

- We will provide CPD on quality first teaching especially in phonics, reading and writing;
- CPD to carefully map out a curriculum that will teach learning and behaviour strategies in school;
- The use and deployment of support staff;
- In-school access to effective ICT facilities;
- Welfare support for the family;
- Attendance support and strategies;
- Nurture provision and sports coaching to work on SEMH, SEND and SCART targets;
- Free transport and access to curriculum trips and after school clubs;

- Use of data specialists to analyse PSHE needs in school;
- Careful consideration of staffing, organisation of classes including smaller groups were appropriate, relational practices, coaching groups, trauma CPD for all staff to support them in responding to the needs of pupils.

## Challenges

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

Challenge number	Detail of challenge
1.	<p><b>Phonics and reading:</b> Some learners, particularly those that are disadvantaged, have a challenging start to Early Reading due to their low on entry starting points. Disadvantaged learners often enter school at a lower entry point to non disadvantaged pupils.</p>
2.	<p><b>Welfare support:</b> Byker is situated in an area of high deprivation and therefore our families and pupils often require additional welfare support. There are also a high proportion of families where school receive Operation Encompass referrals and require support to access Early Help Services.</p>
3.	<p><b>Relational approaches/ Social, emotional and mental health:</b> Pupils on the SEND register with a primary area of need of Social, Emotional and Mental Health require significant levels of support to enable them to access learning and a higher proportion of disadvantaged than non-disadvantaged pupils have suspensions, partial timetables and individual behaviour plans.</p>
4.	<p><b>Attendance and punctuality:</b> Attendance figures are below National Average and yet to reach the school and trust aspirational target of 96%, punctuality impacts on the learning of a small proportion of pupils. The gap between disadvantaged and non disadvantaged learners can lead to an impact on progress and attainment.</p>

5.	<p><b>Personal Development:</b> As a result of living in an area of high deprivation, many pupils do not have access to a varied range of activities to enhance their personal development.</p>
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## 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
<p><b>1. Phonics and reading:</b> Improve phonics attainment for all pupils, particularly those that are disadvantaged</p> <p>Improve phonological awareness outcomes for disadvantaged pupils</p>	Close the gap between disadvantaged and non disadvantaged pupils in attainment for passing phonics screen over three years.
<p><b>2. Welfare support:</b> Improve outcomes including attendance, progress and attainment through supporting the welfare needs of pupils and families.</p>	The welfare team, led by the Attendance and Welfare Officer as part of the Senior Leadership team, will support children and families including signposting and referring to key external agencies.
<p><b>3. Relational approaches/ Social, emotional and mental health:</b> Relational approaches will be embedded across school in order to support all pupils, particularly those who are disadvantaged and with a SEND need of SEMH.</p>	The number of pupils requiring behaviour interventions, part time time tables and suspensions will be reduced.
<p><b>4. Attendance and punctuality:</b> Attendance figures, particularly for those pupils that are disadvantaged will be improved.</p>	School attendance figures to be 95% as an aspirational target over the next 3 years and a school target to reduce persistent absentee figures by a minimum of 10%.
<p><b>5. Personal Development:</b> The Personal Development curriculum will offer wider opportunities.</p>	The Personal Development curriculum, led by a member of SLT, will enhance the wider opportunities available to all pupils and particularly those that are disadvantaged and align to the curriculum (PSHE,RSE)

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 25%

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in phonological awareness and RWI phonics including bespoke support from EEF and RWI consultant advisors.	<b>Evidence in EEF for need to support phonological awareness and communication:</b> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/news/the-shrec-approachfour-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children">https://educationendowmentfoundation.org.uk/news/the-shrec-approachfour-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/early-years">Early Years   EEF (educationendowmentfoundation.org.uk)</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/early-literacy-guidance">EEF Early Literacy Guidance</a> <b>QFT and RWI evidence found in EEF:</b></li> <li>• <a href="https://educationendowmentfoundation.org.uk/read-write-inc-phonics">Read Write Inc. Phonics   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	1
Implimentation of a developed Reading Spine from Pre-school to Year 6 and CPD in reading including Guided Reading.	<b>QFT and reading evidence from EEF:</b> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/preparing-for-literacy">Preparing for Literacy   EEF (educationendowmentfoundation.org.uk)</a></li> <li>• <a href="https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school">https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school</a></li> <li>• <a href="https://keystoliteracy.com/blog/connecting-the-ropes-integrating-reading-writing-instruction/">https://keystoliteracy.com/blog/connecting-the-ropes-integrating-reading-writing-instruction/</a></li> </ul>	1,2
CPD specifically for SENCo through completion of NPQ SEN to enhance the relational approaches for all and support for pupils with SEMH needs.	<b>SEND evidence and requirements:</b> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/send</a></li> <li>• <a href="https://www.gov.uk/guidance/special-educational-needs-co-ordinators-national-professional-qualification">https://www.gov.uk/guidance/special-educational-needs-co-ordinators-national-professional-qualification</a></li> </ul>	3
CPD for all staff to understand the policies and procedures around attendance.	<b>Evidence and guidance:</b> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/educationevidence/leadership-and-planning/supporting-attendance?utm_source=/education-evidence/leadership-andplanning/supporting-attendance&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/educationevidence/leadership-and-planning/supporting-attendance?utm_source=/education-evidence/leadership-andplanning/supporting-attendance&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_t erm=attendance</a></li> <li>• <a href="https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendance-actions-for-schoolsand-local-authorities">https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendance-actions-for-schoolsand-local-authorities</a></li> <li>• <a href="https://educationinspection.blog.gov.uk/2023/11/16/improving-schoolattendance/">https://educationinspection.blog.gov.uk/2023/11/16/improving-schoolattendance/</a></li> </ul>	4
CPD in SEND systems and strategies to support staff to teach	<b>SEND and behaviour evidence as seen in EEF</b> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/improving-social-and-emotional-learning-in-primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	3
explicit strategies and skills in line with EEF to ensure learning.	<ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning</a></li> </ul>	

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

Budgeted cost: 71%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonological awareness and RWI phonics	<ul style="list-style-type: none"> <li><a href="https://educationendowmentfoundation.org.uk/readinghouse/phonological-awareness">https://educationendowmentfoundation.org.uk/readinghouse/phonological-awareness</a></li> <li><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a></li> <li><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a></li> </ul>	1
Reading spine books and teaching resources including book areas and phonics resources	<ul style="list-style-type: none"> <li><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">Preparing for Literacy   EEF (educationendowmentfoundation.org.uk)</a></li> <li><a href="https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school">https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school</a></li> <li><a href="https://keystoliteracy.com/blog/connecting-the-ropes-integratingreading-writing-instruction/">https://keystoliteracy.com/blog/connecting-the-ropes-integratingreading-writing-instruction/</a></li> </ul>	1
Smaller class size for core subjects in Year 1 and Year 6	<ul style="list-style-type: none"> <li><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistant-interventions">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></li> <li><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistant-interventions</a></li> </ul>	2,3, 4
KS1 and KS2 nurture provision	<ul style="list-style-type: none"> <li><a href="https://www.nurtureuk.org/research-evidence/">https://www.nurtureuk.org/research-evidence/</a></li> <li><a href="https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEFToolkit-and-Nurture-Groups.pdf">https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEFToolkit-and-Nurture-Groups.pdf</a></li> </ul>	3

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

Budgeted cost: 4%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-loved uniform and SocialSupermarket available to all.	<a href="https://www.jrf.org.uk/deep-poverty-and-destitution/the-impact-of-hardship-on-primary-schools-and-primary-healthcare">https://www.jrf.org.uk/deep-poverty-and-destitution/the-impact-of-hardship-on-primary-schools-and-primary-healthcare</a>	2, 5
Morning club Whole school bagel breakfast	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a>	2
Review and implementation of a range of extra curricular clubs	<a href="https://www.who.int/europe/groups/hepa-europe-(european-network-for-the-promotion-of-health-enhancing-physical-activity)/hepa-europe-events-and-working-groups/promoting-physical-activity-and-health-in-sports-clubs">https://www.who.int/europe/groups/hepa-europe-(european-network-for-the-promotion-of-health-enhancing-physical-activity)/hepa-europe-events-and-working-groups/promoting-physical-activity-and-health-in-sports-clubs</a>	5
experiences and visits linked to Personal Development	<a href="https://www.tes.com/magazine/sponsored/english-heritage/could-schooltrips-help-boost-student-mental-health">https://www.tes.com/magazine/sponsored/english-heritage/could-schooltrips-help-boost-student-mental-health</a>	5
Welfare systems to support home school routines	Positive impact on attendance figures and home/school routines will be improved.	2, 3, 4

Pupil Book Study	Use pupil voice to impact on curriculum design and priorities.	3,4 & 5
Counselling service	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearningtoolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearningtoolkit/social-and-emotional-learning</a>	3,4 & 5
Attendance getting to school support	<a href="https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf">https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</a>	2, 4
Unstructured times will be evaluated and developed to support engagement and behaviour.	<a href="https://outdoorplayandlearning.org.uk/wp-content/uploads/2016/07/supporting-school-improvement-throughplay-1.pdf">https://outdoorplayandlearning.org.uk/wp-content/uploads/2016/07/supporting-school-improvement-throughplay-1.pdf</a>	3, 5
Educational Visits and trips will be used to enhance the curriculum as well as offer wider experiences.	<a href="https://oeapng.info/12883-compelling-arguments-for-the-value-ofeducational-visits/">https://oeapng.info/12883-compelling-arguments-for-the-value-ofeducational-visits/</a>	5
Links will be developed between local businesses to support the careers curriculum and raise aspirations.	<a href="https://lordslibrary.parliament.uk/mental-health-wellbeing-andpersonal-development-in-schools/?_cf_chl_f_tk=MQ24i_kIK7OWKJ5Yr8zrUMMEOngFbkO29ORyl3Kx63c-1733838453-1.0.1.1-lboVizG06lkQ6xuSTlc_q6dfil9uokY0XmAoK0mzjmw">https://lordslibrary.parliament.uk/mental-health-wellbeing-andpersonal-development-in-schools/?_cf_chl_f_tk=MQ24i_kIK7OWKJ5Yr8zrUMMEOngFbkO29ORyl3Kx63c-1733838453-1.0.1.1-lboVizG06lkQ6xuSTlc_q6dfil9uokY0XmAoK0mzjmw</a>	5

**Total budgeted cost: £ 497,163**

## **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 2023-24 academic year.

**1 Low levels of speech and language on entry at 2 years. As identified by on entry assessments into playgroup as well as internal data, observations and discussions with staff.**

**REVIEW:** Fewer pupils are requiring specific speech and language interventions due to the systems and interventions in place in school including Early Talk Boost; Speech and Language therapist; referral from Health visiting team so pupils are often starting with SALT in place; SHREC; ensuring language rich environments from Early Years; use of phonological awareness screens from pre-school.

**OUTCOME:** Develop language support school wide and review Language rich environments with graduated approach model from Ask Psychology SALT support

**2. Internal assessment data and observation consistently demonstrate that children who do not pass their phonics screener - and those who do pass but are not yet fluent readers – are the most likely to struggle to access the core curriculum in Y2 and KS2. There is a significant overlap between this group and disadvantaged children.**

Phonics	2021-22	2022-23	2023-24
Y1	50%	59%	62%
Y2	81%	79%	72%

Reading	2021-22	2022-23	2023-24	NA
KS1 Reading	40%	48%	49%	75%
KS2 Reading	73%	59%	71%	73%

**REVIEW:** Phonics data is improving year on year however is still not at National Average. There have been changes in staffing and addition of another teacher to look at catch up program focusing in on precision teaching for those not meeting age related expectations and the new Year 1 class have significant need. Reading data demonstrates that by the end of KS2 results are towards National Average however KS1 results continue to be slightly below. A new Reading Spine linked to the PD curriculum will be in place from September to ensure that pupils have access to a range of high-quality texts from Pre-school to Year 6.

**OUTCOME:** Continue to prioritise phonics and phonological awareness as an area of challenge. This is also within the SDP.

**3 We have a high proportion of children with Descriptors of Need level 4 or above demonstrating the challenging needs of some pupils.**

#### Reception DON Analysis:

Descriptors of Need	Number Pupils	% of cohort
Communication Interaction	18	43%
SEMH	2	5%
Cognition and Learning	2	5%
Speech and Language	6	14%
Physical Development		

#### Year 1-Year 6 DON Analysis:

Descriptor Ranges	Number of pupils	% of SEND register
Range 3 or Above	94	61%
Range 5	21	14%
Range 6	18	12%

**Overview of levels to Primary Areas of Need:**

Descriptors of Need	Number Pupils	As %
SEMH	36	23%
Communication Interaction	49	32%
Cognition and Learning	21	14%
Speech and Language	33	21%
Physical Development	1	0.60%

**REVIEW:** Welfare needs continue to be high particularly those pupils and families requiring higher levels of support at DON level 4 or above.

**OUTCOME:** Welfare support will continue to be prioritised to support families and individual pupils.

**4 Meeting the needs of some pupils through Quality First Teaching, particularly identified children on the SEND register with a primary area of need of SEMH.**

Academic Year 23-24	Percentage
Suspensions	33 Suspension Academic Year 2023-24
SEMH on SEND register	2.5%
Communication and interaction on SEND register	0.6%
Cognition and learning on SEND register	0%

**REVIEW:** Welfare needs continue to be high particularly those pupils and families requiring higher levels of support at DON level 3 or above. pupils with suspensions this year are on SEND register with primary area of need of SEMH. Suspensions have increased this year as they have not previously been used as a strategy, but with development of the behaviour tier system, SEMH CPD staff have received and implemented this has reduced in Autumn 24-25 already.

**OUTCOME:** Welfare support will continue to be prioritised to support families and individual pupils.

**5. Issues with attendance and punctuality, below national average.**

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End of Academic Year 23-24	Percentage
Attendance overall	91.2%
Persistently absent	31.49%
SEND attendance	89.75%
L codes	6225/61640 = 10%
U codes	806/61640 = 1.3%

REVIEW: Attendance is not yet at National Average and still below the aspirational target of 95%. Next steps have been identified however these need to be in place long term. Punctuality of a small group of pupils impacts on learning. Sporadic attendance issues school wide are causing persistent absence figures continue to be an issue and both figures are below National Average targets.

OUTCOME: Attendance and punctuality will continue to be prioritised to support a target of 95% attendance.

**6. Internal assessment data demonstrates an attainment gap between disadvantaged and non-disadvantaged children in reading in EYFS and Year 1. This is in-line with the national picture.**

REVIEW: Reading and phonics still a priority.

OUTCOME: Link challenge seven to phonological awareness challenge and continue.