

Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
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| School name | Byker Primary School |
| Number of pupils in school (Pre-School-Y6) | 402 Pupils (September 25) |
| Proportion (%) of pupil premium eligible pupils | 81% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | October 2025-September 2026 (September 2024-2027) |
| Date this statement was published | October 2024 October 2025 |
| Date on which it will be reviewed | October 2025 July 2026 |
| Statement authorised by | |
| Pupil premium lead | Mrs Michelle Donnison |
| Governor / Trustee lead | Nick Kemp |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £465,332 |
| Early Years Pupil premium | £9,165 |
| Total budget for this academic year 2025/26 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £474,497 |

Part A: Pupil Premium Strategy Plan (Drafted prior to the release of the 2025 IDSR - will be updated and refined further post IDSR publication)

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face outside of school, make accelerated progress and achieve high attainment across all subject areas. At the heart of all leadership decision making is equity, and this has been a huge focus for our school over the last two years. Alongside equity, we are deeply committed to embedding and refining our culture, environment, policies, procedures and teaching to ensure that it deepens every child's sense of belonging. This is especially important for our most vulnerable and disadvantaged pupils.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

With this in mind we will continue to seek out the specific challenges faced by all vulnerable pupils, such as those who have a social worker, those children in care, those in the SEND register and those who are living in entrenched poverty. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. Our ultimate objective is that each child will develop a love for learning and acquire the necessary skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

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

There are currently 402 pupils from Preschool-Year 6 which is decline in numbers since 2024 (429 as of July 2025) due to lower birth rates and increased PVI settings in East Locality, alongside an increased transient refugee and asylum seeker population being rehoused outside of school area after 1 year.

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. 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 2025-26 will remain high and continue to narrow the attainment gaps.

Ultimate aims as detailed further in SEF/SDP:

- 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 behavioural support to access the curriculum alongside their peers.
- Children have regular attendance and healthy schooling habits from an early age.
- SEND needs are swiftly identified and supported to reduce behaviour presentations and improve access to QFT whole class learning opportunities.
- Development of the Foundation Subject curriculum to focus on substantive knowledge important for develop core understanding around the wider subject offer.

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;
- Careful consideration of staffing, organisation of classes including small group opportunities where possible, coaching opportunities, trauma CPD for all staff to support them to support needs of pupils, Staff supervision
- Development of Communication Interaction and Early Speech support needs, CPD and programs

Challenges:

This details the key challenges to achievement that we have identified among our disadvantaged pupils. It is important to note that our challenges have been identified and linked closely to the prior OFSTED AFI's and our self-evaluation of the school.

OFSETD AI 1: In many curriculum subjects, the school's checks on learning do not precisely identify gaps and misconceptions in pupils' understanding or skills. This means that gaps in knowledge are not addressed swiftly, and this prevents pupils from securing the intended knowledge in their long-term memory. The school should ensure that checks Inspection report: Byker Primary School 11 and 12 February 2025 4 on pupils' learning and understanding are embedded across these curriculum subjects so that gaps in knowledge and understanding can be closed quickly

OFSTED AI 2: There is some inconsistency in the impact that subject monitoring has across the wider curriculum. Monitoring activities do not consistently lead to necessary and timely action being taken to improve classroom practice. The school must ensure that its monitoring of the curriculum supports staff to deliver the curriculum as intended.

OFSTED AI 3: The school's approaches to improve pupils' attendance and punctuality are not effective enough. This means that a significant proportion of pupils miss out on important learning and struggle to catch up when they are in school. The school must ensure that its work to secure improvements in pupils' attendance and punctuality has sustained impact for a greater number of pupils.

OFSTEED AI 4: Some pupils, including those with SEND, do not have their needs identified with sufficient precision. This means that, at times, provision for these pupils does not allow them to achieve as highly as they should. The school should ensure that timely referrals to appropriate external support allows for precise identification of pupils' and for effective provision to be put in place so that pupils achieve well.

Detail of challenge

Since the inspection, what was outlined in AFI 1 has improved significantly and consistently, as demonstrated by our statutory outcomes, especially in 2024 and 2025. Improving reading and writing skills in KS1 and KS2 starts with looking upstream - and over the last two years we have been focusing our attention on the start of their time at Byker - in EYFS. For some this is aged 2 in playgroup, for others this is in Reception.

Ultimately though, each year our pupils enter our school in EYFS with extremely low entry points and significant gaps in their child development especially in the prime areas - Very few are school ready, therefore we have to **prioritise the teaching of the prime areas of learning, through setting clear and firm behaviour expectations, establishing clear and consistent routines and building strong working relationships so that our youngest children make accelerated progress, achieving the GLD by the end of Reception.**

As part of this AFI, and recognising the significant improvements made as demonstrated by our statutory outcomes in 2024 and 2025, we will **continue to embed and refine our EYFS and KS1 environment, curriculum and quality interactions so that more pupils achieve the GLD, pass their phonics and become fluent readers and writers by the end of KS1. We will continue to relentlessly prioritise the explicit teaching of foundational skills and knowledge - especially in relation to developing language and oracy skills, early reading, physical development leading to confident and competent writers and early mathematical skills and knowledge**

Oral language development: Language is key to success in accessing the curriculum; It permeates every aspect of school life - participation in lessons, developing background knowledge that binds learning together and developing relationships with adults and peers. Language comprehension facilitates independence in learning and contributes to belonging. When pupils struggle with language comprehension, school becomes something to endure rather than enjoy. The presumption of language can leave pupils isolated in the classroom so EVERY moment in school needs to be an expressive and receptive language development moment.

Over the last two years, we have worked hard to ensure that oral language is explicitly taught and more opportunities are built into lessons across the curriculum and through quality interactions. **Our challenge is to further embed and refine our practice to ensure that every moment in school is an opportunity to talk, engage in quality interactions, express themselves, listen, respond and challenge. (Launchpad for literacy, quality interactions, collaborative learning strategies and techniques, stem sentences, vocabulary teaching, oracy lessons**

Know more and remember more: Triangulated monitoring - including pupils work, pupil voice, case sampling, lesson drop ins, and pupil outcomes improving significantly by the end of KS2 - alongside two years of PP strategy evaluations show significant improvements in this area. **Our challenge for the year ahead is to embed and refine our curriculum implementation ensuring it incorporates:**

- **Opportunities to develop language at every opportunity - linked to challenge and retrieval**
- **Planned and purposeful speaking and listening opportunities throughout our curriculum implementation.**
- **Explicit retrieval opportunities built into every lesson**
- **Planned oracy lessons to teach specific speaking and listening techniques using collaborative learning training and support.**

High Quality Teaching/ CPD: we have strengthened the teaching and leadership profile over the last 3 years. We have the best staff in the correct roles, working for our community across the school, we are not complacent and continually strive to improve further. Our next step is to further embed and refine purposeful, planned and reactive CPD for all staff linked closely to the needs of the school, ensuring every member of class-based staff is well trained, supported and coached on how to use these principles in the classroom to be an efficient and effective teacher, especially for the most vulnerable pupils being targeted. We continue to focus on four main areas:

- Modelling and Explaining: Ensuring teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching.
- Questioning and Checking for Understanding: Ensuring teachers check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.
- Adaptive and Responsive Teaching: Ensuring we know and understand what Adaptive and responsive teaching means and looks like, alongside we plan to meet the needs of all pupils. The aim of high-quality instruction is to ensure all children meet the same high expectations we have set. Pupils keep up so very few need to catch up.
- Oral Language Development: Ensuring staff are well trained and confident in engaging all pupils in high quality interactions, explicitly teaching pupils how to communicate, develop their vocabulary and implement some key strategies and techniques to further improve our pupils oral language and development.

- Trauma Informed-to understand how and why children respond in certain ways and how we can support co-regulation, de-escalate safely and maintain relationships, specifically focusing on children with SEMH/Communication Interaction

Inclusion: Inclusion is at the heart of all leaders' decision making at Byker. Using our monitoring activities and meticulous gaps analysis of various data sets leaders take focused and decisive actions to further embed our inclusive practice each day. With that in mind, our challenge this year is to **further refine our use of precision teaching through targeted "readiness groups" for Maths and English, to address significant gaps in foundational knowledge and skills for carefully identified (against a clear entry/ exit criteria) vulnerable pupils who have the greatest gaps in their learning for a variety of reasons, including SEND, trauma, and high levels of school mobility.**

Inclusion: Our improved outcomes in 2024 and 2025 demonstrate the impact of our high quality, targeted and focused interventions being implemented over time, especially for the most vulnerable pupils. Our focus for the year ahead is to further refine our interventions to ensure that pupils who need it receive:

- 1:1 phonics tutoring in EYFS and Y1 - to further improve the % of pupils being able to read well/ pass the phonics screening test.
- 1:1 tutoring to pass the phonics screening, if not passed or fluently reading by the end of KS1.
- Frequent 1:1 reading each week in school for those pupils who are not reading at home.
- EAL - specific interventions to support those pupils new to English acquire the language as quickly as possible

Inclusion: Our greatest SEND primary area of need is Communication and Interaction, with Autism pathways/ diagnosis on the rise across our school, and within the local community. Whilst in the early years (EYFS and Y1) pupils' needs are largely linked to speech and language difficulties, further up the school it is largely linked to social communication and Autism. Alongside adaptations within the classroom, and inclusion through every day QFT, our challenge is to further refine our interventions so that:

- Specific speech 1:1 tutoring/ small group interventions (as directed by SALT wherever possible) enable pupils with articulation, fluency and sound difficulties
- Specific language 1:1 tutoring/ small group interventions (as directed by professionals and using launchpad for literacy) enables these pupils to develop their receptive language and expressive language.
- Specific social communication interventions to help those who need it develop the social rules of communication, alongside this where needed targeted interventions for those pupils with autism who need support with interactions, literal interpretations, social and emotional understanding and/or conversational skills.
- Implementation of colourful semantics for children with complex speech/Language/Communication Interaction difficulties
- Continued development of whole class Thrive intervention and relational whole class circles where relational play is a the centre of nurture develop, relationship building and self confidence and autonomy.

Attendance: Our overall attendance figures have improved over the last year, and the % of pupils classed as PA has reduced significantly, especially between 2023/24 and 2024/25. Our challenges/ focus for the year ahead are:

- Further reduce the % of pupils who are PA, with a focus on pupils who are disadvantaged and SEN support.
- Further increase the overall % of pupils attending school each day - with a focus on pupils whose attendance falls between 85% and 96%.

- Further reduce Lateness across school
- Implement and support improvement in Healthy Attendance habits for EYFS pupils working alongside health services, offering parent courses from school health and Byker Community trust

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 |
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| <p>We aim to continue to address and provide specific support for an increasing number of Pupil Premium pupils with identified SEND needs, including Social, Emotional and Mental Health (SEMH) needs. An increase in the waiting lists for services has impacted high numbers of pupils and their families.</p> | <p>Identification of SEND takes place at an early stage and pupils have access to high quality support with minimal delay.</p> <p>Reasonable adjustments are bespoke for pupils on an individual basis. Staff expertly plan and adapt timetables, curriculum and environments according to needs.</p> <p>Build levels of resilience and self-belief by sustained delivery of the Zones of Regulation programme. This programme provides children with greater levels of emotional resilience and allows them to be better equipped to deal with a variety of situations.</p> <p>Invest time and funding in to high quality CPD for staff to support pupils with a range of complex needs.</p> |
| <p>We aim to support wider issues of poverty within the community directly impacting on our disadvantaged pupils including: housing issues, parental mental health issues, antisocial behaviour and financial issues. We also have had an increase in Pupil Premium pupils with English as an Additional Language.</p> | <p>The school continues to be a community hub of support for all families, offering guidance and signposting to external support services in a timely manner.</p> <p>The School Welfare Officer and DSLs have a strong network of partners who parents/carers can be signposted to.</p> <p>School staff work closely with parents/carers to form trusting relationships built on respect.</p> <p>We are a School of Sanctuary for EAL families new to our area.</p> <p>We are developing further our support package for children new to country entering as EAL pupil.</p> <p>NEST will support refugee and Asylum seekers with reading interventions and small group intervention in addition to whole class offer.</p> |

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| <p>We aim to ensure a high quality bespoke offer of cultural capital and experiences for the children through our Personal Development Curriculum and Byker experience programme.</p> | <p>All pupils experience a full range of cultural opportunities to raise their aspirations and levels of cultural capital.</p> <p>A vast range of targeted extra-curricular clubs will build on pupils' talents and interests to enhance personal development.</p> |
| | <p>PP pupils accessing outdoor learning opportunities will demonstrate improved self-confidence and resilience which will be seen in the classroom environment.</p> <p>Cultural experiences will be woven throughout the curriculum and opportunities for pupils to experience diversity and equality will be evident in our cultural capital.</p> <p>Strategically planned educational visits and experiences will enhance learning and understanding for PP pupils across the school curriculum.</p> <p>The Byker experience programme will ensure that every pupil has access to a wide range of experiences throughout their years.</p> |
| <p>We aim to provide outstanding education for our pupils with low starting points entering Nursery and Reception. We will continue to focus on speech, language and the development of key vocabulary and oracy.</p> | <p>Provide outstanding education for our pupils with low starting points entering Nursery and Reception.</p> <p>Early identification of needs in Early Years allows targeted intervention and support to be implemented at an early stage.</p> <p>Early Years practitioners are confident in identifying barriers to learning in pupils.</p> <p>Early interventions and referrals are made.</p> <p>Close working relationships with partner agencies are fully established.</p> <p>Key vocabulary is woven through the Early Years curriculum and staff are confident in teaching language.</p> <p>Early Years staff are highly trained to identify priority needs and next steps for all pupils.</p> |
| <p>We will continue to address attendance and punctuality issues for all pupils and especially Pupil Premium pupils in line with government guidance. We will continue to develop and establish supportive relationships with parents/carers to support excellent attendance for all.</p> | <p>Pupils attend school every day and on time. The attendance of disadvantaged pupils in school is in line with non-disadvantaged peers.</p> <p>Attendance for PP pupils is above National Average. Persistent Absence for PP pupils is below National Average.</p> <p>Punctuality for disadvantaged pupils will be in-line with other pupils across school.</p> |

We will continue to reduce number of behavioural incidents and achieve a reduced number of suspensions.

Continued review of behaviour for learning via CPOMS with in-depth case study reviews of children with patterns of behaviour forming Implementation of dysregulation review form to notice patterns for children with SEMH and SEN need allowing for improved reasonable adjustment and reduction in incidents and suspensions
Continue to work alongside SEMH and Communications Interaction specialist teachers to review classroom practice, adaptations and support
Develop teaching to behaviour patterns through assemblies and Thrive whole class teaching

OFSTED QUOTE:

There are warm and positive relationships between pupils and staff. Many pupils show high levels of respect to others. Behaviour in school is positive, in the main. However, this is not consistent over time. Bullying is rare. Parents and carers are generally positive about the school. Their comments highlight staff who 'genuinely care'.

We will ensure that disadvantaged children meet age related expectations (or above) at key performance points during their time at our school (Early Years Good Level of Development (GLD), Year 1 Phonics Screen, Key Stage 1 SATs (Year 2), Key Stage 2 SATs). We will offer high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils. Intervention teaching will accelerate progress in basic skills, reading development and revise the curriculum.

Pupils who are disadvantaged achieve academically as well as their peers.

Children achieve GLD inline with National Averages

More work is needed to embed phonics into fluency in Y2 and Y3 to further improve outcomes for disadvantaged pupils. Tighter focus on home reading, and specific reading interventions to be explored

Academic data shows narrowing of the gap between the performance of non-disadvantaged and disadvantaged pupils, specifically by the end of Year 2.

To maintain robust tracking systems and ensure appropriate support and enhanced provision for those children most likely to leave our setting without the required basic skills.

Year 6 outcomes fall broadly inline with National outcomes for all areas including multiplication Table checks. Further development of maintain Greater Depth

From low starting points on entry (baseline) achieve upward trend exit EYFS results moving closer to and achieving at least national averages.

Achieve upward trend Y1/Y2 Phonics results moving closer to and achieving national averages.

Achieve upward trend exit KS1 results, moving closer to and achieving national figures.

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| Achieve upward trend exit KS2 results moving closer to and achieving national averages for expected+ and GDS | knowledge within our pupils inline with National outcomes. |
| We will develop and implement effective strategies to support pupils in knowing more, remembering and retaining key knowledge across the curriculum | Knowledge retention and retrieval research complete and strategy designed. CPD training in key retrieval strategies Retrieval strategies to be implemented consistently, especially within wider curriculum subjects. |

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: £111,963

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Embed the roles of our teaching and learning advocates, their roles, responsibilities and teaching commitments into the staffing/ leadership structure enabling them to:</p> <ul style="list-style-type: none"> ▪ Team teach alongside teachers ▪ Model the implementation of our teaching and learning principles in action and their ▪ IMPACT of pupil progress and attainment. ▪ Lead the planning and implementation of our professional development programme to further | <p>Our plan is strongly supported by the EEF, as investing in High-Quality Teaching is the top priority in the EEF's tiered model for Pupil Premium spending.</p> <p>Professional development, coaching, and targeted training are the mechanisms for improving the quality of teaching, which benefits all pupils, especially the disadvantaged.</p> <p>This entire plan is strongly supported by the EEF, as investing in High-Quality Teaching is the top priority in the EEF's tiered model for Pupil Premium spending. Professional development, coaching, and targeted training are the mechanisms for improving the quality of teaching, which benefits all pupils, especially the disadvantaged.</p> <p>EEF Evidence Supporting Professional Development and Coaching</p> <p>The EEF's research on Effective Professional Development (PD) directly supports our strategy to embed and refine CPD, coaching, and mentoring:</p> | All |

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| <p>improve QFT across the school.</p> <p>COST: £81,747</p> | <ul style="list-style-type: none"> ● High-Quality Teaching as the Priority: The EEF's <i>Guide to the Pupil Premium</i> states that ensuring an effective teacher is in front of every class, and supporting every teacher to improve, is the single most important strategy for disadvantaged pupils. Professional development is the vehicle for achieving this "Quality First Teaching." ● Mechanisms for Impact: Effective PD is sustained, repeated, and focuses on mechanisms that cause change in teacher practice, such as: <ul style="list-style-type: none"> ○ Building Knowledge: Training on specific, evidence-based content (e.g., Launchpad to Literacy),). ○ Developing Teaching Techniques: Using coaching and mentoring to model and practise new strategies in the classroom. ○ Embedding New Practices: The coaching and mentoring element ensures new skills are embedded and sustained, moving beyond one-off training events. ● Development of Curriculum Team: A teacher from each Key Stage with TLR to develop and improve the foundation curriculum working alongside DHT ensuring substantive and disciplinary knowledge is mapped across subjects in medium term plans to improve learning outcomes across school | |
| <p>Maintain the % of non class based release time for the SENDCO, to enable her to closely monitor and provide specific coaching, CPD and support e.g. team teaching for teachers and TA's across the school as they adapt their teaching to meet the needs of pupils with SEND and those who are vulnerable.</p> <p>AHT SENDCO will continue to develop new learning spaces for SEN pupils offering breakout spaces, regulation areas and nurture group sessions</p> <p>AHT SENDCO will continue to complete historical SEND backlog working with LA SEN services, continued service level agreements and HT</p> <p>COST: £30,216 (50% of staffing cost and release time)</p> | <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel The EEF highlights the importance of improving social and emotional learning in primary classrooms and the specific teaching of strategies such as the Zones of Regulation will support this and can result in an impact of +4 months.</p> <p>The EEF guidance make five recommendations, which are being implemented at Welbeck:</p> <ul style="list-style-type: none"> ● Create a positive and supportive environment for all pupils, without exception ● Build an ongoing, holistic understanding of your pupils and their needs ● Ensure all pupils have access to high quality teaching ● Complement high quality teaching with carefully selected small-group and one-to-one interventions. ● Work effectively with teaching assistants. <p>In addition to this pupils with SEND are more likely to attend school if they feel supported, and have the confidence, trust and well established relationships with adults so that they</p> | <p>6/7/8/9</p> |

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| <p>Embed and refine the implementation of high quality, purposeful, personalised and specific professional development, coaching and mentoring across the school, with a focus on:</p> <ul style="list-style-type: none"> Quality first teaching throughout the school and the implementation of Teaching and Learning Principles as specified in the challenges section. Embed Launchpad to literacy, quality interactions CPD, and collaborative learning training across the school for all staff or specific staff in relation to where they are working. <p>Develop further our expertise in supporting pupils with SEND across the school - with a bespoke CPD programme specifically linked to Communication and Interaction SEND need</p> | <p>Our plan is strongly supported by the EEF, as investing in High-Quality Teaching is the top priority in the EEF's tiered model for Pupil Premium spending.</p> <p>Professional development, coaching, and targeted training are the mechanisms for improving the quality of teaching, which benefits all pupils, especially the disadvantaged.</p> <p>This entire plan is strongly supported by the EEF, as investing in High-Quality Teaching is the top priority in the EEF's tiered model for Pupil Premium spending. Professional development, coaching, and targeted training are the mechanisms for improving the quality of teaching, which benefits all pupils, especially the disadvantaged.</p> <p>EEF Evidence Supporting Professional Development and Coaching</p> <p>The EEF's research on Effective Professional Development (PD) directly supports our strategy to embed and refine CPD, coaching, and mentoring:</p> <ul style="list-style-type: none"> High-Quality Teaching as the Priority: The EEF's <i>Guide to the Pupil Premium</i> states that ensuring an effective teacher is in front of every class, and supporting every teacher to improve, is the single most important <p>EEF:Metacognition - Learning more explicitly</p> | <p>All</p> |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 362,533

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Deploy staff effectively in EYFS to prioritise the teaching, learning and embedding of foundational knowledge and skills, and gaps due to low entry points, with a focus on:</p> <ul style="list-style-type: none"> • QFT throughout the provision at every stage to address low starting points and accelerate progress. • With more adults, pupils will have access to more quality interactions, more frequently and robustly. • Oral language development - through the curriculum interactions and personalised interventions. • Increased capacity to deliver 1:1 tutoring, 1:1 reading, interventions and precision teaching linked to our main challenges as outlined above. • Speech and Language pathway implementation and training from ASK therapist for EYFS Staff to ensure early identification <p>Maintain the % of non class based release time for the AHT EYFS, to enable her to closely monitor and provide specific coaching, CPD and support e.g. team teaching for teachers and TA's across the school as they adapt their teaching to meet the needs of pupils alongside developing early interventions through timely 2 Year old health checks and links with health professionals to improve outcomes and early SEN identification of children in Pre-School and Nursery</p> <p>COST: £71,097 (50% of additional staffing cost and release time)</p> | <p>EEF Early Years Toolkit: The Communication and Language Approaches strand has a very high impact (an average of +7 months' additional progress) for very low cost, based on moderate evidence.</p> <p>Relevance: This is the most direct support for our goal of oral language development through curriculum interactions and personalised interventions. The EEF notes that effective approaches often involve intentional acting to develop children's language, including:</p> <ul style="list-style-type: none"> • Targeted reading aloud and book discussion with young children. • Explicitly extending pupils' spoken vocabulary. • Purposeful, curriculum-focused, dialogue and interaction. <p>The Link to Ratios: Having more adults (i.e., improved staff-to-child ratio) creates the capacity to deliver these high-quality, targeted interactions and small-group or 1:1 interventions more frequently and robustly, which is a core part of our strategy.</p> <p>Small Group Tuition and One-to-One Tutoring</p> <ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit (and applicable in Early Years): <ul style="list-style-type: none"> ○ Small Group Tuition has an average impact of +4 months' additional progress for a moderate cost. The evidence shows that small-group tuition is effective, and the smaller the group, generally the better (up to about six or seven pupils). ○ One-to-One Tutoring also has a positive impact (often greater, around +5 months), but is a higher cost intervention. • Relevance: These strands directly support our goal of increased capacity to deliver 1:1 tutoring, interventions, and precision teaching. The key is that the tuition is targeted at pupils' specific needs and is delivered by trained staff (linking to your focus on QFT—Quality First Teaching/Tutors). • The Link to Ratios: Deploying extra staff to facilitate small group or 1:1 interventions ensures that the reduction in the group size for the intervention is <i>large enough</i> to enable the practitioner to change their teaching approach to be more intensive, interactive, and precisely matched to need. | <p>1/2/3/5/7/8</p> |
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| <p>Deploy additional staff effectively in KS1 to build on the teaching, learning and embedding of foundational knowledge and skills, targeting pupils who did not achieve the GLD by the end of Reception, with a focus on:</p> <ul style="list-style-type: none"> ● QFT across the curriculum, with emphasis placed upon early acquisition of Maths and English ● More opportunities to build on quality interactions, with greater frequency and robustness. ● Oral language development - through the curriculum interactions and personalised interventions. ● Increased capacity to deliver 1:1 tutoring, 1:1 reading, interventions and precision teaching linked to our main challenges as outlined above. ● Continuous provision development for children who did not meet GLD <p>Maintain the % of non class based release time for the AHT KS1, to enable them to closely monitor and provide specific coaching, CPD and support e.g. team teaching for teachers and TA's across the school as they adapt their teaching to meet the needs of pupils</p> <p>COST: £69,072 (50% of additional staffing cost and release time)</p> | <p>Our plan to increase capacity for 1:1 tutoring, 1:1 reading, and precision teaching is directly endorsed by the EFF. Targeting pupils who did not achieve the GDL means the support is diagnostic and focused, maximising impact. Deploying additional staff specifically for intensive, targeted academic support in Early Maths and English is the most evidence-informed use of non-teacher staff. This is a highly effective way to catch up pupils who have fallen behind.</p> <p>Tuition:</p> <ul style="list-style-type: none"> ● Small Group Tuition has an average impact of +4 months' additional progress for a moderate cost. The evidence shows that small-group tuition is effective, and the smaller the group, generally the better (up to about six or seven pupils). ● One-to-One Tutoring also has a positive impact (often greater, around +5 months), but is a higher cost intervention. ● Nurture Group to be set up for children with Communication interaction difficulties as small group intervention <p>Oral Language Development:</p> <p>Our focus on Oral language development through curriculum interactions and personalised interventions is one of the most cost-effective, high-impact strategies in the Toolkit.</p> <p>Evidence from Education Endowment Foundation Toolkit: Phonics (+5 months)</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</p> <p>Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).</p> <p>Synthetic phonics approaches have higher impacts, on average, than analytic phonics approaches. Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>Evidence from Education Endowment Foundation Toolkit: Teaching Assistant Interventions (+4 months)</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, how they are deployed is key. Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>Evidence from Education Endowment Foundation Toolkit: Oral Language Interventions (+6 months)</p> <p>Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development. The targeted use of approaches will support PP pupils to catch up with their peers, particularly when this is provided one-to-one.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>(+5 months)</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</p> | <p>1/2/3/5/6/7/8</p> |
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| | <p>Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).</p> <p>Synthetic phonics approaches have higher impacts, on average, than analytic phonics approaches. Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Oral language is a crucial foundation for reading comprehension and overall attainment. Addressing these gaps, which are often a challenge for pupils not meeting the GLD, offers a high return on investment.</p> <p>The additional adults provide the opportunity for more quality interactions, with greater frequency and robustness—the key mechanism through which oral language interventions are delivered.</p> <p>Oral Language Interventions +6 months' additional progress (Primary) low cost.</p> <ul style="list-style-type: none">● Evidence is particularly strong in Early Years and Primary. <p>Effectiveness is higher when interventions are integrated with the existing curriculum and involve high-quality spoken interaction (like structured questioning and vocabulary development) guided by Communication Interaction Specialist teacher and Speech and Language Therapist</p> | |
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| <p>Deploy additional staff effectively in KS2 to build on the teaching, learning and embedding of foundational knowledge and skills taught throughout EYFS and KS1, targeting pupils who:</p> <ul style="list-style-type: none"> ● have not passed the phonics screening and/ or are not reading with fluency ● Have not yet mastered the early acquisition of Maths and English ● Increased capacity to deliver 1:1 tutoring, 1:1 reading, interventions and precision teaching linked to our main challenges as outlined above. <p>Maintain the % of non-class-based release time for the AHT KS2, to enable them to closely monitor and provide specific coaching, CPD and support e.g. team teaching for teachers and TA's across the school as they adapt their teaching to meet the needs of pupils</p> <p>COST: £104,094 (50% of additional staffing cost and release time)</p> | <p>Our KS2 plan focuses on catching up older pupils who lack essential foundational skills in reading, phonics, and early Maths/English through the use of teacher led readiness groups, targeted interventions, small group interventions and 1:1 tutoring.</p> <p>EEF Education Teaching-learning-toolkit/small-group-tuition</p> <p>Small group tuition can have an impact of up to 4 months and when delivered by a trained member of staff can create the best conditions for learning. Teaching is specifically designed to meet the needs of this group of children.</p> <p>The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.</p> <p>Our planned activities are supported by the following EEF interventions and guidance:</p> <ul style="list-style-type: none"> ● Targeted Academic Support (1:1 and Small Group Tuition): <ul style="list-style-type: none"> ○ One-to-One Tuition (+5 months) and Small Group Tuition (+4 months) are highly effective for KS2 pupils, particularly those with low prior attainment or identified knowledge gaps. ○ This provides the capacity for precision teaching to address specific, inherited gaps in foundational Maths and English skills. ○ Phonics and Reading Fluency Interventions: ○ Phonics catch-up is vital for pupils who have not passed the phonics screening. It yields an average impact of +5 months and must be explicit and systematic in KS2 to develop decoding skills. ○ Interventions to develop reading fluency (for pupils not reading with fluency) are highly recommended in the <i>Improving Literacy in Key Stage 2</i> guidance. Effective methods include guided oral reading and repeated reading routines, which are best delivered through 1:1 reading or small groups. <p>Effective Staff Deployment:</p> <ul style="list-style-type: none"> ○ As in KS1, the success of our increased capacity to deliver 1:1 tutoring and interventions relies on staff being well-trained and using structured, evidence-based programmes that are clearly linked to the pupils' core curriculum content. | <p>1/2/3/5/6/7/8</p> |
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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

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| <p>Necessity of school in house Community and Families team with a focus on:</p> <ul style="list-style-type: none"> ● Parental engagement and well being ● Welfare support ● Improving attendance ● Parenting programmes and support ● Behaviour/ nurture support <p>COST: £67,876 (33% of total cost)</p> | <p>Click to read EEF guidance on supporting parents/families</p> <p>Research & evidence-based pastoral interventions: A vast majority of interventions used within pastoral support are evidenced through extensive research to show a positive impact for children. Each intervention used may stipulate a set order, time, frequency or structure to the session to maximise this positive impact.</p> <p><i>Working Together to Improve Attendance – September 2024</i></p> <p>If children are not in school, they cannot learn and the gap widens. If children do not build resilience through regular attendance, there are implications for understanding and applying skills.</p> <p>Internal and external monitoring from data analysis gives staff clear knowledge of attendance. Attendance and persistent absence for PP pupils is at least in line with national other pupils.</p> <p>Punctuality for disadvantaged pupils will be in-line with other pupils across school. Attendance data clearly demonstrates impact. Increased attendance evidenced in impact on attainment.</p> <p>To work alongside Lead Behaviour and Attendance hub to develop systems and processes across school.</p> | <p>ALL</p> |
| <p><i>Continue to offer a uniform bank to support new and struggling families with uniform costs</i></p> <p>COST: £1,000</p> | <p>We are, and have been for many years, fully committed to identifying and removing the barriers children living in poverty face when engaging with school life. As a poverty proofing school, we will continue to provide uniforms, shoes and other equipment/ services so that every child is able to attend school.</p> | <p>9</p> |
| <p><i>Continue to offer on-site foodbank and wider signposting to food and essential equipment for the home, managed by our Community and Families team</i></p> <p>COST: £1,000</p> | <p>We are, and have been for many years, fully committed to identifying and removing the barriers children living in poverty face when engaging with school life. As a poverty proofing school we will continue to offer a foodbank service, Christmas and holiday food parcels and vouchers to support children so that every child is able to attend school. We will offer breakfast to every child as they arrive at school, no matter what time it is.</p> | <p>9</p> |
| <p><i>Renew service level agreement with counselling service to support pupil and staff well-being.</i></p> <p>Renew service level agreements for My School Health to ensure right time support for emotions and anger pathways, alongside autism emotions pathways as right time support.</p> <p>Renew service level agreement with Ask Psychology services to offer Professional supervision school wide to support well being of staff and Leaders</p> <p>Maintain Thrive practitioners licence and CPD for individual, family and small group</p> | <p>Too many pupils are on waiting lists for mental health and well-being support, current waiting times are 2 years for counselling and CAHMs support.</p> <p>Providing support for disadvantaged pupils in crisis is an essential requirement so that pupils are able to be supported and access the lessons they need to succeed.</p> <p>Provide Thrive Intervention 1:1, small group and family based</p> <p>Provide whole class Thrive sessions alongside Relational Play based activities to develop team work, self-confidence, self-motivation, communication and overall SEMH.</p> | <p>ALL</p> |

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| <p>interventions and ensure access to Thrive online for whole class intervention COST: £32,394</p> | | |
| <p><i>Continue to heavily subsidise the cost of trips and residential to ensure pupils have the opportunity to meet our childhood pledge.</i></p> <p>COST: £12,000</p> | <p>We are, and have been for many years, fully committed to identifying and removing the barriers children living in poverty face when engaging with school life. As a poverty proofing school, we will continue to offer a huge discount for pupils so that they can continue to go on visits, residential and be given wider childhood experiences in line with our childhood pledge.</p> <p>EEF: Participating in sports and physical activity is likely to have wider health and social benefits. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>EEF: Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Click to read EEF evidence of out of class learning</p> <p>Click to read a report on cultural capital in primary schools: https://cornerstoneseducation.co.uk/news/developing-cultural-capital-in-your-primary-school/</p> | <p>ALL</p> |
| <p>Pupil rewards and prizes weekly, ½ termly, termly and annually linked to improving attendance, punctuality and behaviour.</p> <p>COST: £4,000</p> | <p>Developing reward systems for pupils with good and improving attendance to further develop and improve attendance habits and routines school wide.</p> | <p>ALL</p> |

Part B: Review of outcomes in the previous academic year

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------------------|-------------------|
| Lexia Core 5 | Lexia Learning |
| Times Table Rockstars | Maths Circle Ltd. |
| Kapow | Kapow |
| PSHE Association | PSHE Association |

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the academic year 2024-25

| Key Stage | Reading 23-24 | Writing 23-24 | Maths 23-24 |
|-----------|-----------------|-----------------|---------------|
| Reception | 53% GLD | 53% GLD | 53% GLD |
| Year 2 | 49% | 25% | 53% |
| Year 6 | 71.2% GDS 27.1% | 64.4% GDS 16.9% | 78% GDS 23.7% |
| Key Stage | Reading 24-25 | Writing 24-25 | Maths 24-25 |
| Reception | 56% GLD | 56% GLD | 56% GLD |
| Year 2 | 55.4% | 46.4% | 57.1% |
| Year 6 | 83% GDS 26.5% | 74% GDS 17.5% | 82% GDS 28.3% |

| Multiplication Check | 23-24 | 24-25 |
|----------------------|--------------|---------------|
| Year 4 | 18.8 Average | 22.22 Average |

| Phonics | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---------|---------|---------|---------|---------|
| Year 1 | 50% | 59% | 62% | 66% |
| Year 2 | 81% | 79% | 79% | 89.2% |

Behaviour, Suspension outcomes

| | 2023-2024 (July) | 2024-2025 (July) |
|---|--|---|
| Suspensions | 33 Suspension Sessions 11 pupils 11 SEN (1 Communication interaction, 1 Cognition and Learning, 9 SEMH) Academic Year 2023-24 | 13 Suspension Sessions 6 pupils 5 SEN (3 communication Interaction 2 SEMH) |
| Suspensions pupils with SEMH on SEND register Support from external services | 2.5% 9 pupils SEMH service not in existence in 2023-24 | 2 pupils 67 Referrals LA SEMH support team resulted in following support: Collaborative Planning sessions x13 Consultations with staff and families x13 Meetings (pupil/Staff) x10 Observations x22 Teacher CPD x5 Team Around Child x1 Transition Support x3 |

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| | | Environmental classroom layout review and implementation with Teacher CPD x3 1 referral for intensive 1:1 support Clennel safeguarding consultant |
| Suspensions pupils Communication and Interaction on SEND register Support from external services | 0.6% 1 pupil | 3 pupils Weekly coaching support from LA Communication Interaction Specialist teacher KS1 and outreach work for individuals |
| Suspensions pupils Cognition and learning on SEND register Support from external services | 0.2% 1 pupil | 0 Educational Psychologist July 2025 Review of Cognition and Learning Needs completed KS2 Educational Psychologist service review of whole class adaptations Teacher/HLTA CPD precision Teaching |

Attendance outcomes

| End of Academic Year 23-24 | Percentage | Academic Year 2024-2025 |
|----------------------------|------------------|---|
| Attendance overall | 91.2% | 92.3% Autumn 1 2025 (92.7%) |
| Persistently absent | 31.49% | 21.95% Autumn 1 2025 20 pupils PA Reduction of PA by 10% |
| SEND attendance | 89.75% | 91.77% |
| L codes | 6225/61640 = 10% | 5768/58957 = 9.78% Autumn 1 Late mark comparison from 795 (2023) to 206 (2025) |
| U codes | 806/61640 = 1.3% | 697/58957 = 1.1% |

SEN Register

| | 2023-24 (July) | 2024-2025 (July) |
|--------------------|------------------|------------------|
| SEND Register | 93 pupils | 119 pupils |
| High Needs | 22 pupils | 38 pupils |
| SEND Support | 49 pupils | 61 pupils |
| EHCP | 13 pupils (7%) | 15 pupils (8%) |
| Total SEND Support | 153 pupils (33%) | 195 pupils (46%) |