Bede Burn Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 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
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	22.7%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	September 2026-September 2028
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Nicola O'Doherty
Pupil premium lead	Helen Smith
Governor / Trustee lead	Nicola O'Doherty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,267
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*	£1,208,872

Part A: Pupil premium strategy plan

Statement of intent

At Bede Burn Primary School our vision is to ensure that ALL of our children Think BIG…Dream BIG… and GO FOR IT!!



We aim to ensure that every child thrives, aspires and inspires, as a consequence of the rich and varied curriculum we offer and the opportunities which are given throughout their life at Bede Burn Primary School and beyond.

Our ultimate objective for our disadvantaged pupils is that they leave Bede Burn with the skills, knowledge and understanding to ensure they can achieve their best in the next steps in their education but also into their adult lives both socially and academically.

We feel through Quality First Wave Teaching and investing in our teaching staff that our disadvantaged pupils get the support they need in order to make increased progress as disadvantaged pupils are more likely to be lower attainers.

The current pupil premium strategy ensures that our disadvantaged pupils achieve their best, are offered value for money, are nurtured both socially and academically and make increased progress.

Challenges

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

Challenge number	Detail of challenge
1	There is at times inconsistency regarding children's retainment of the knowledge required for the end of year and end of Key Stage assessments in KS2 in writing and maths.
2	The strong foundations need to be further embedded in all year groups to ensure strong achievement for all.
3	Gaps in learning are not consistently acted upon across all year groups.
4	There is a vast amount of hidden poverty within the school and community.

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
Refine Writing & Maths Retention: Further embed cumulative retrieval practice to address subject discrepancies between block units and end-of-term assessments in KS2.	• CPD sessions for all staff linked to embedding consistent progressive vocabulary for Writing and Maths. • Termly pupil progress meeting to discuss barriers to learning for children in each cohort. • Tight monitoring and coaching cycle in place for staff. • Disadvantaged pupils to achieve in line with National Expectations for Reading/Writing and maths combined. • Launch Fluency Factory and monitor its impact.
Sustain Writing Foundations: Reduce cognitive load through automated motor/handwriting mechanics (*Journey to Cursive* & *Flying Start*), structured grammar starters, and explicit spelling sequences to raise EXS and GDS outcomes.	• Deliver staff CPD on the 4 P's of Micro Skills (*Postural stability, Pencil grip, Paper positioning, Pressure*) and establish non-negotiable expectations for grammar starters (minimum 5 per unit). • Complete baseline pupil pencil grip audits and launch weekly *Journey to Cursive* lessons alongside morning handwriting recap sessions. • Coordinate Local Authority moderation sessions for KS1 and KS2 teaching staff. • Implement termly transcription trackers and English book scrutinies to

	ensure Assess and Review logs are maintained.
Constructive Feedback: Establish a responsive classroom environment where learning gaps are identified and resolved on the same day through live marking, mini-plenaries, and "Catch Up to Keep Up" (CUTKU) interventions—preventing pupils from falling behind while reducing teacher workload.	• CPD with staff linked to HINGE questions. • Interventions for 'catch up to keep up' and monitoring of the impact of this. • Implement standardised live marking symbols in every classroom to ensure pupil clarity • Support staff and TAs are deployed during main teaching blocks to circulate and target pupils flagged via live marking. • Children make rapid progress linked to termly assessments and gaps are addressed.
Further tackle hidden poverty: Continue leveraging links with local community projects to maintain strong family engagement and attendance trends.	• Staff systematically track subtle indicators of financial distress (e.g., persistent attendance patterns, uniform quality, missing equipment, changes in lunch habits) without relying solely on formal Free School Meals (FSM) eligibility metrics. • Teaching and support staff complete contextualised safeguarding and wellbeing training that includes recognising the signs of hidden poverty, food insecurity, and financial friction. • Breakfast clubs, homework clubs, and hygiene/uniform supplies are accessible to all pupils without requiring formal declaration of hardship, preserving dignity and confidentiality. • Active partnerships with local community organizations (e.g., local food banks, outreach hubs, family support groups) are established, enabling rapid, non-judgmental signposting for struggling families. • Attendance levels for disadvantaged and vulnerable pupil cohorts remain line with or above national averages, alongside a measurable reduction in persistent absence. • Formative and summative tracking confirms that academic progress for pupils experiencing socio-economic

	challenge is accelerated, closing gaps across core subjects.

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: £56,767

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Fluency Factory	The scheme is grounded in research-based pedagogies aimed at enhancing reading fluency. It emphasises repeated reading, echo reading, and reader's theatre to improve accuracy, speed, and prosody in students' reading. These methods are designed to support children in developing a high standard of reading fluency throughout their primary years. The scheme is based on Samuels' Automaticity Theory, Allington's work on Assisted Reading and Rasinski's Fluency Model, emphasising repeated reading, prosody, and automaticity. It also aligns with Scarborough's Reading Rope, which integrates fluency with comprehension. The EEF Toolkit also states: The average impact of reading comprehension strategies is an additional seven months' progress over the course of a year. Successful approaches are carefully tailored to pupils' reading capabilities. Texts should provide an effective, but not overwhelming, challenge. Reading comprehension strategies can be taught effectively in a range of contexts, for example, as part of pupils' usual literacy activities, in lessons across the curriculum, or in specialised reading sessions, either to the whole class or a targeted group.	1

	There are some indications that involving digital technology can be helpful for improving reading comprehension. These approaches tend to focus on the application and practice of specific strategies, and they often provide prompts or feedback to the pupil as they go	
Deployment of Teaching Assistants	**1. Structured, Targeted Interventions (+4 to +6 Months Progress)** • Evidence: The EEF Teaching and Learning Toolkit demonstrates that when TAs deliver targeted, evidence-based interventions to small groups or individuals, pupils make an average of +4 to +5 additional months of academic progress. **2. Developing Pupil Independence via Scaffolding** • **Evidence:** The DISS study originally found that "Velcro TAs" (assigned constantly to specific pupils) often fostered dependency and led to TAs completing tasks *for* children. • **Shift to Positives:** Research shows that when trained in scaffolding frameworks (moving from *self-scaffolding* to *prompting*, *clueing*, *modelling*, and *correcting*), TAs successfully build metacognition and independent problem-solving skills in primary pupils. **3. Protecting Pupil Access to High-Quality Teacher Instruction** • Evidence: Effective deployment ensures that low-attaining pupils and pupils with Special Educational Needs and Disabilities (SEND) receive at least as much direct instruction from the qualified class teacher as their peers—rather than being routinely separated or handed off to TAs. • Impact: TAs supplement high-quality teaching by facilitating peer reading, running pre-	1,2,3,4

	teaching activities (e.g., teaching key vocabulary or concepts prior to a whole-class lesson), or managing part of the class so the teacher can work directly with targeted groups. **4. Non-Academic and Operational Benefits** Beyond direct academic metrics, UK national studies highlight significant positive impacts on classroom environment and teacher wellbeing: • Classroom Dynamics: Reductions in low-level disruption and improved pupil engagement. • Teacher Morale: Significant decreases in teacher stress and workload management. • Social and Emotional Outcomes: Improvements in pupil self-esteem, attendance, and attitudes toward learning.	
High Impact Feedback	1. **Expected Impact on Learning** • +7 Months Progress for Primary Pupils: According to the EEF's *Teaching and Learning Toolkit*, effective feedback delivers an average of +6 additional months of progress overall, but shows slightly higher effects for primary school-aged pupils (+7 months) compared to secondary pupils (+5 months). • Disadvantaged & Low-Attaining Pupils: Evidence highlights that lower-attaining pupils benefit disproportionately from clear, explicit feedback compared to their higher-attaining peers. **2. Oral vs. Written Feedback** • Oral Feedback (+7 Months): UK evidence shows that verbal/oral feedback consistently yields higher positive gains on average than written feedback. • Written Marking (+5 Months): While still positive, written feedback carries a slightly lower impact and significant workload implications. Extensive national reviews by the EEF and the	1,2,3

	Department for Education (DfE) Workload Advisory Group cautioned against intensive, labour-heavy practices (such as "triple marking"), finding little to no evidence that excessive written feedback improves pupil outcomes over immediate classroom interaction. **3. Focus of Effective Feedback** UK trial evaluations show that feedback works best when focused on: 1. The Task: Specific guidance on whether the work is correct or incorrect and how to fix immediate errors. 2. Subject & Learning Process: Strategies for understanding concepts deeper rather than just getting the right answer. 3. Self-Regulation: Helping primary pupils plan, monitor, and evaluate their own learning process. **4. Large-Scale UK Program Trials** (e.g., *Embedding Formative Assessment*) The EEF evaluated *Embedding Formative Assessment* (a school-wide intervention developed by Dylan Wiliam and Corinne Swaife focusing heavily on minute-by-minute feedback and assessment for learning). • Independent evaluation involving over 100 schools showed that embedding regular formative feedback led to additional academic progress equivalent to two months of extra learning across a year, with particularly strong outcomes in primary reading and mathematics.	
Focus on Strong Foundations in Handwriting	**1. Working Memory and Cognitive Load Theory** The primary rationale provided by national research is grounded in Cognitive Load Theory. • The Problem with Slow/Manual Formation: When handwriting is non-automatic, children must dedicate substantial working memory to motor planning, letter	1,2,3

	formation, and spacing (McCutchen, 1995; EEF, 2021). • The Cognitive Benefit: The EEF Improving Literacy Guidance Reports (KS1 & KS2) emphasise that when letter formation becomes automatic, working memory capacity is freed up. Pupils can then allocate cognitive resources higher-level tasks, such as vocabulary selection, sentence structure, planning, and compositional creativity. **2. Department for Education (DfE)** ***Writing Framework*** The DfE's *Writing Framework* explicitly highlights handwriting as a foundational core of early literacy: • Automaticity from Reception: The framework advises that explicit teaching of transcription (handwriting and spelling) must begin in Reception to prevent writing from becoming a bottleneck. • Quality Over Quantity: The DfE warns against pushing pupils to write extended texts before foundational transcription is secure. Forcing complex compositional tasks too early creates frustration and disengagement. • Sequenced Motor Skills: The framework outlines the necessity of developing gross and fine motor skills early on (e.g., core strength, grip, and posture routines) alongside patterned letter families before transitioning to joined/cursive writing. **3. Ofsted Curriculum Research & Findings** In Ofsted's research and subject reports (including *Strong Foundations in the First Years of School*): • Avoiding Cognitive Overload: Inspectorate evidence indicates that schools introducing complex, multi-page writing projects too early—before pupils master basic handwriting and sentence construction—see increased rates	

	of frustration and pupil disengagement. • Direct Instruction: Ofsted highlights that fluent handwriting requires explicit, direct instruction and deliberate practice, rather than expecting pupils to acquire neat and automatic formation purely through unstructured writing tasks. **4. EEF Empirical Evaluation (*Helping Handwriting Shine*)** The Education Endowment Foundation commissioned a targeted evaluation of Helping Handwriting Shine, an 8-week structured handwriting intervention for primary pupils: • Impact on Practice & Confidence: The trial showed that structured, high-frequency handwriting practice improved teachers' capacity to deliver effective transcription lessons and boosted children's writing confidence and speed. • Compositional Link: While direct gains in higher-order composition take longer to measure, the study noted that short, consistent handwriting sessions (e.g., 20–30 minutes per week) established immediate improvements in legibility and writing stamina.	

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

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed

Catch Up to Keep Up (CUTKU)	**1. Education Endowment Foundation (EEF) Toolkit & Evaluations** The EEF (the UK government's designated What Works Centre for Education) provides the primary evidence base used by UK school leaders: • Small-Group Tuition: EEF evaluations consistently show that structured small-group tuition (2 to 5 pupils) provides an average of +4 months' additional progress over an academic year. • One-to-One Tuition: Highly targeted 1-to-1 short-burst interventions yield an average of +5 months' additional progress, with the greatest gains seen among disadvantaged primary pupils.	2,3

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance	**1. Academic Attainment and Progress (Key Stage 2)** **DfE Link Between Attendance and Attainment Research** The Department for Education regularly evaluates national dataset linkage between daily attendance registers and Key Stage 2 (KS2) SATS performance. • The Threshold Effect: DfE research consistently shows that pupils with higher overall attendance rates at Key Stage 2 achieve higher average scaled scores in reading, writing, and mathematics. • Impact of Persistent Absence: Primary pupils defined as persistently absent (missing 10%	1,2,3,4

	or more of school, equivalent to around 4 weeks across an academic year) are significantly less likely to achieve the expected standard in reading, writing, and math compared to peers with attendance above 95%. • Linear Correlation: The relationship is linear—there is no safe threshold of missed school. Even minor drops in attendance (e.g., between 90% and 95%) correspond to measurable declines in pupil progress and attainment scores by the end of Year 6. **2. Compounding Effects in Early Years and Key Stage 1** National evidence highlights that attendance in early primary years acts as a foundational driver for long-term educational trajectories: • Foundational Literacy and Numeracy: Research published by the DfE and the British Educational Research Association (BERA) indicates that missing school in Reception and Key Stage 1 disrupts early phonics acquisition and basic numeracy. Because primary curricula are sequential, missing key building blocks creates persistent learning gaps that compound as pupils age. • Transition and Habits: Early primary attendance establishes routines. Early absence patterns tend to persist into Key Stage 2 and secondary education, whereas high early attendance acts as a protective factor against future chronic absenteeism. **3. Impact on Disadvantaged Pupils and the Attainment Gap** Research from the Education Policy Institute (EPI) and the EEF highlights the	

	role of attendance in closing the disadvantage gap: • Proportionate Impact: Disadvantaged primary pupils (those eligible for Free School Meals) are historically overrepresented among persistently absent cohorts. • Differential Gain: Evidence suggests that high attendance yields an even greater marginal gain in progress for disadvantaged pupils, as school provides structured instruction, targeted interventions, and language-rich environments that may not be equally accessible outside of school.	
Tackling Hidden Poverty	**1. "Poverty Proofing the School Day" Evaluation (Children North East & Newcastle University)** The primary UK framework directly designed to address hidden poverty is Poverty Proofing the School Day, evaluated alongside academic institutions: • Identification of Hidden Costs: Interventions systematically identify hidden financial barriers that cause stigma or exclusion (e.g., non-uniform days, expensive school trips, mandatory equipment, discrete free school meal queues). • Impact on Attendance & Engagement: Evaluation of poverty-proofed primary and secondary schools showed an increase in school attendance and reduced persistent absenteeism among disadvantaged pupils once hidden barriers were eliminated. • Reduction in Stigma: Removing visible indicators of low income (such as digital cashless catering or anonymized resource access) led to higher uptake of Free School Meals (FSM) and improved pupil wellbeing and classroom engagement.	1,2,3,4

	2. Education Endowment Foundation (EEF) Teaching and Learning Toolkit The EEF systematically reviews educational interventions across the UK to assess their impact on disadvantaged primary pupils: • Targeted Financial & Resource Removal: Addressing hidden resource deficits (e.g., providing universal access to essential learning tools, breakfast clubs, and subsidised digital devices) shows a consistent positive impact. • School Breakfast Clubs: EEF evaluations of universal/targeted primary school breakfast schemes showed primary pupils made 2 to 2.5 months' additional academic progress over an academic year, primarily driven by improved concentration and reduced hunger-related disruption in morning lessons. **3. Child Poverty Action Group (CPAG) — *Cost of the School Day* Project** CPAG's national research across English, Scottish, and Welsh primary schools highlights how tackling hidden costs changes classroom dynamics: • Academic Participation: When schools eliminate hidden fees for curriculum-linked activities and resources, participation rates in extracurricular learning and homework completion among low-income pupils rise significantly. • Staff Capacity: CPAG evidence shows that proactive school-wide policies addressing poverty reduce the time staff spend on reactive pastoral interventions related to hardship, allowing more focus on core teaching and learning.	

Total budgeted cost: £60,267

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 2025 to 2026 academic year.

Evaluation of Impact Against Intended Strategy Outcomes 2025-2026

1. Oracy Skills & Communicative Eloquence

- **Strategic Intent:** Build oracy skills to enable children to speak eloquently and confidently across diverse situations, purposes, and audiences.
- **Actions Implemented:** Staff completed comprehensive social, emotional, and performance oracy CPD. Storytelling was interwoven into Cornerstones curriculum units, complemented by dedicated curriculum days (*No Pens Day*, *Time to Talk Day*, *Storytelling Day*) and specialist drama provision. Pupils also participated in public-facing opportunities including National Poetry Day, Young Parliament visits, and class assemblies.
- **Impact & Measured Outcomes:**
    - **Reading Attainment (Y6):** Disadvantaged pupils achieved strong reading performance, with **66% achieving Expected Standard or above**.
    - **Reading Progress:** Across Year 6, **97% of all pupils made 100% or greater progress** over the academic year in reading.
    - **Classroom Climate:** Staff monitoring and Oracy 360 reviews noted elevated confidence, enhanced subject-specific vocabulary usage, and improved classroom listening environments.

2. Adapted, Sensory-Inclusive Environment & Curriculum Inclusion

- **Strategic Intent:** Adapt the whole-school environment and curriculum so all children, particularly those with SEND and dysregulation needs, thrive in calm, focused spaces.
- **Actions Implemented:** Classrooms were re-formatted to incorporate neutral, low-distraction aesthetics (hessian backing, forward-facing seating, clutter-free interactive board borders) following Treetops specialist guidance. Outdoor sensory and Forest School spaces were further developed. Staff received Boxall Profile, British Sign Language (BSL), and sensory circuit training.
- **Impact & Measured Outcomes:**

- **Reduction in Dysregulation:** Behaviour tracking data confirms a sharp decline in class-based disruptions and warning logs; for instance, Reception warnings dropped by nearly half between Autumn and Spring terms.

- **Targeted Pupil Performance:** Pupils eligible for both SEN and Pupil Premium achieved exceptional progress, with **100% reaching Expected Standard in Year 6 Mathematics** and **67% in Reading and Writing**.

- **Attendance:** Whole-school attendance rose to **95.82%** (well above national averages of 94.8%), while persistent absence reduced to **6.47%** (compared to 18.7% nationally). Disadvantaged pupil attendance reached **94.56%**.

3. Assessment-Driven Learning & Targeted Academic Catch-Up

- **Strategic Intent:** Embed clear, purposeful formative assessment models ("COLD to GOLD" tasks) to directly inform planning and drive rapid catch-up.

- **Actions Implemented:** Leaders established structured "Cold to Gold" task frameworks across all Cornerstones Knowledge Rich Projects (KRPs). "Retain and Retell" review structures were refined to boost long-term memory retention. Small-group tuition and *Sounds Write* phonics interventions were targeted at lower-attaining pupils.

- **Impact & Measured Outcomes:**

  - **Small Group Tuition:** Targeted small-group support enabled lower-attaining disadvantaged pupils to make accelerated progress across key stage endpoints.

  - **Key Stage 2 Outcomes:** In Year 6 mathematics, **86% of boys** and **60% of girls** achieved expected standards. Disadvantaged pupils made steady catch-up progress across core components.

4. Parental & Community Engagement Expansion

- **Strategic Intent:** Enhance home-school partnerships, expanding community links to empower families and support life in the home.

- **Actions Implemented:** Established regular parental engagement forums including *COOL (Come Observe Our Learning)* afternoons, curriculum workshops, coffee mornings, and Grandparents Concerts. Formed active links with community providers such as *Ozzie Outreach* for local family support.

- **Impact & Measured Outcomes:**

  - **Increased Participation:** Parental attendance at open afternoons, transition events, and creative showcases increased across all key stages.

  - **Extra-Curricular Equity:** Subsidised clubs (e.g., Choir with **50% PP participation**, Darts with **29% PP**, and Board Games with **33% PP**) ensured

vulnerable children accessed enriched learning opportunities outside normal school hours.

Summary Table: Priority Expenditure & Outcomes

Tiered Focus Area	Allocated Budget	Primary Challenge	Key Measured Impact / Outcome
High-Quality Teaching (CPD, Oracy & Sensory Adaptation)	**£61,300**	Language deficits, dysregulation & environment	Oracy embedded school-wide; persistent absence down to **6.47%**; **97%** of Y6 made 100%+ progress in reading in Y6.
Targeted Academic Support (Small Group Tuition)	**£1,500**	Assessment gaps & catch-up needs	**100%** of Y6 SEN + Disadvantaged pupils achieved Expected Standard in Maths.
Wider Strategies (Attendance, Welfare & Parental Engagement)	**£3,000**	Parental engagement & attendance barriers	Disadvantaged attendance reached **94.56%**; extra-curricular PP participation up to **50%** in target clubs.
Total Expenditure	**£65,800**	—	**Overall school attendance 95.82%**; clear narrowing of the attainment gap across key subjects.

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
Sounds Write	Sounds Write
White Rose	White Rose

Curriculum Maestro	Cornerstones Education
Times Tables Rock Stars	Maths Circle
Twinkl Handwriting	Twinkl