



# **Carr Hill Community Primary School**

## **Pupil Premium Strategy Statement - 2025/26**

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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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	Carr Hill Community Primary School
Number of pupils in school	283 (excluding nursery)
Proportion (%) of pupil premium eligible pupils	68% (192 of 303 eligible pupils)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 – 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Paul Harris, Headteacher
Pupil premium lead	Amanda Thompson
Governor / Trustee lead	Nick Mason

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£316,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£316,620

## Part A: Pupil premium strategy plan

### Statement of intent

At Carr Hill Community Primary School, a large proportion of our pupils are eligible for Pupil Premium Funding. Many of these children have a variety of additional barriers to their learning. We intend to offer opportunities and resources to help them close any gaps with their peers from less disadvantaged backgrounds within school. We want all children to leave school as confident individuals who strive to be the best people they possibly can be. We aim to give our pupils opportunities to develop their cultural capital and personal development, so they have experiences and prospects that will offer them life skills and open doors. We want all pupils to develop a love for learning that will carry on as they move into the next phase of their education and into adult life.

Our pupil premium strategy is based on the data and trends we observe over time across school and from formal and informal observations. We know that we need to address extremely low baseline on entry which impacts hugely on our youngest pupils' abilities to speak, listen and understand. We work to address these disadvantages by increasing our staffing levels (in all areas of the school to support quality first teaching), through intervention programmes, by the development of a curriculum which is rich in communication and language and through the development of literacy skills across the school.

Use a DfE three-tiered Menu of Approaches (Tier 1: High-Quality Teaching; Tier 2: Targeted Academic Support; Tier 3: Wider Strategies) as the organising principle for investments and interventions.

We will prioritise evidence-based, cost-effective approaches with strong implementation plans; monitor fidelity and impact termly and adapt provision using regular formative assessment and progress reviews.

Allocate a mix of universal and targeted provision: strengthen whole-class teaching and the curriculum (so every disadvantaged child benefits) while delivering intensive targeted interventions (small-group and 1:1 tuition, early language programmes, SEND-provision) for those with greatest need.

Evidence-led: choose approaches with robust research backing (principally Education Endowment Foundation (EEF) guidance and evaluations) and reference these in implementation choices.

Tiered and balanced: start with improving teaching for all (highest leverage), supplement with targeted catch-up for pupils who need it, and remove external barriers through wider strategies.

We prioritise quality first teaching across the school which supports both disadvantaged and non-disadvantaged pupils. Through careful curriculum planning and targeted assessments, we aim to identify and support pupils who are at risk of falling behind. We drive to support our disadvantaged pupils at every stage of their education.

## Context

Carr Hill Community Primary School is located in the Deckham Ward in Gateshead.

Deckham is a ward in Gateshead that experiences high levels of socio-economic challenges, particularly within the context of the wider Gateshead area. It's considered an area of deprivation, largely consisting of outdated council housing. The Index of Multiple Deprivation (IMD) places Deckham in the top 10% of such areas.

42% of children live in poverty according to IMD

91% of pupils live in Acorn Categories - Stretched Society or Low-Income Housing. (Acorn Demographics School Profile)

64% of our pupils live in the most deprived social areas nationally (IDACI Band 1) – (IDACI School Profile)

87% of our pupils live in these most deprived social areas nationally (IDACI Bands 1 & 2)

For context just 4% of pupils are in the highest three bands (IDACI Bands 7, 8 & 9) – (IDACI School Profile)

Current Year 6 are the most deprived year group with 79% of pupils in IDACI band 1 and 17% in band 2.

Pupils eligible for Free School Meals are 65% (significantly above national average) – (Contextual Indicators School Profile)

Pupil Premium eligible pupils are 67% (significantly above average) - (SIMS)

SEND - 35% of pupils (significantly above national average) with 4% at EHCP and a number of children waiting on EHCP Needs Assessments.

English as Additional Language - 27% (above national average) – (SIMS)

324 pupils in school (including nursery - slightly larger school than the national average).

Strong pastoral strengths (Ofsted 2023); attendance 95% (2024–25 Despite high challenge this is slightly above national average).

Local community assets: Deckham Family Hub; school involved 'Bread & Butter Thing' food membership.

## Challenges

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

Challenge number	Detail of challenge
1	Communication and language skills: extremely low baseline on entry into school.
2	Assessment, observation, and discussions with staff suggest disadvantaged pupils have greater difficulties retaining basic skills (basic number facts, vocabulary, spelling, punctuation and grammar) at an early stage.
3	Development of language and vocabulary skills – these are poor for a large majority of our pupils prior to starting Carr Hill and even lower for disadvantaged pupils. Many children are not ready for school.
4	Pupils not ready for school/Lack of educational engagement outside of school - Limited involvement with children's education prior to starting Carr Hill. Access to reading books and time spent engaging with books and other educational resources and activities - including homework and home learning not supported by some families. Limited time spent reading out of school, and limited support with pupils' development of the basic learning and self-help skills.
5	Multiple barriers to learning: many disadvantaged pupils also have a SEND needs, emotional regulation needs (SEMH) and support from children's services etc.
6	High levels of SEND pupils across the school.
7	Impact of COVID-19 on the community. Catch up – levels of engagement in remote/in school education varied during the pandemic national lockdowns and periods of class/group and individual isolation. As a result, many pupils now need focussed support and curriculum alterations to catch up and to ensure they are working at or towards ARE.
8	Lack of suitable technology and resources at home to support home learning of basic skills including reading, phonics and basic maths skills.
9	Higher levels of hardship - Increasing external support required for families and pupils including: 1) Financial advice (energy and food requirements) and funding. 2) Accessing health services including CYPS, EWB, School Nurses, SALT, OT etc. 3) Support from Children's services/early assessment for our pupils. 4) Accessing support with emotional and mental wellbeing needs.
10	High level of emotional needs impacts on well-being of pupils – focus on pupils to ensure we have very carefully managed behaviour plans and emotional support systems in place.
11	Lower attendance for pupils eligible for PP.
12	Limited opportunities for physical activity and physical development leads to many children who are not physically equipped to cope with school life. The lack of physical development and physical readiness affects their ability to learn.
13	Increasing number of pupils with English as Additional Language starting school who are also eligible for Pupil Premium Support.

## 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>A:</b> Pupils to make strong progress from low starting points in Early Years, through Quality First Teaching; well-timed and well-matched interventions; relevant resourcing and offering educational visits that link tightly to the curriculum and to widen contextual experiences of the world they live in.</p>	<ul style="list-style-type: none"> <li>• High 'Quality First' teaching leading to active learning, high motivation and engagement across the school. This is to be observed during all observations, curriculum walks and drop in sessions</li> <li>• Pupils involved in high quality 1 :1 and small group, research based (both external and internal), interventions which will focus upon assessed specific gaps in learning</li> <li>• Focus on basic skill acquisitions in EYFS and KS1 so pupils can apply this in the wider contexts and other areas within the curriculum</li> <li>• Pupils with significant assessed gaps in learning will access focussed support which will be prioritised to allow for closing of gaps</li> <li>• Educational visits are planned every half term to enrich curriculum work and key skill development in the classroom</li> <li>• Family learning workshops in EYFS, KS1 &amp; KS2 to support phonics development, reading practise and key maths fluency skills at home</li> <li>• Access to high quality reading resources within school and at home</li> <li>• Purchase 'Big Cat Collins' book for Key Stage 2 to promote high quality graded reading texts to support reading at home</li> <li>• All pupils across school involved in the Mastering Number programme to secure foundations in the development of good number sense</li> <li>• Little Wandle Letters and Sounds (LWL&amp;S) phonics training for all teaching staff and TAs – update new staff arriving</li> </ul>
<p><b>B:</b> Secure high quality phonological awareness and early reading to ensure fluency gaps close quickly , both in and out of school.</p>	<ul style="list-style-type: none"> <li>• Successful implementation of validated DFE phonics programme 'LWL&amp;S' with increased progress levels in key phonic skills acquisition</li> <li>• Successful implementation of LWL&amp;S 'Catch Up' programme</li> <li>• All staff to complete training for LWL&amp;S</li> <li>• Quality first phonics teaching will support pupils in Early Years and Key Stage 1 to have a greater phonological understanding and they will be able to apply this in reading comprehension and writing (observations highlight quality of teaching in all areas of phonics across school)</li> <li>• Parents and carers to attend phonics taster sessions in EY to offer greater support when reading at home.</li> </ul>

	<ul style="list-style-type: none"> <li>• Online support for phonics given to parents and carers by staff through posting of online tutorials and support from LWL&amp;S</li> <li>• Additional resources purchased to support the delivery of LWL&amp;S</li> </ul>
<b>C:</b> Improved oral and language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> <li>• Observations and engagement in intervention programmes show significantly improved oral language skills in our Early Years pupils</li> <li>• Key focus on phonics and reading practice interventions to support vocabulary development</li> <li>• Formal observations demonstrate active learning, high motivation, use of broader vocabulary range (evident during pupil conversations, work moderations, during observations, curriculum walks and drop-in sessions).</li> </ul>
<b>D:</b> Pupils develop key basic skills: reading, punctuation, grammar, spelling and mathematics, both within and outside of school.	<ul style="list-style-type: none"> <li>• All staff support the teaching of relevant basic skills and repetition of these skills</li> <li>• Staff to develop daily practice to incorporate pre-teaching and daily reactionary intervention (KIRFS, SPAG, Reading Practise)</li> <li>• Pupils will have greater understanding and application of core basic skills</li> <li>• English lead to host staff meetings on English writing and fluency reading following work with the English hub</li> <li>• Access to high quality CPD through the English hub.</li> <li>• Pupils will be able to apply basic skills in a variety of contexts following a mastery approach</li> <li>• Teachers apply 'Rosenshine's Principles in Action' into their daily practice</li> <li>• Assessments will show that pupils are making progress with basic skills and using these to support deeper understanding in curriculum learning</li> <li>• Increased levels of support from Speech and Language Teams across Gateshead</li> </ul>
<b>E:</b> Pupils develop emotional resilience to manage challenges encountered on a daily basis, leading to higher quality focused learning opportunities for all.	<ul style="list-style-type: none"> <li>• Pupils' self-esteem and confidence is developed. Their well-being is enhanced, and this will improve learning opportunities and focus on learning</li> <li>• Pupil surveys and monitoring across school highlight good levels of behaviour and management of emotions</li> <li>• Pupils use self-regulation and calming strategies to help them regulate and cope with daily challenges</li> <li>• Evidence that the school's PSHE/RSE curriculum enhances the well-being of disadvantaged pupils</li> <li>• RISE programme used to support individuals and small groups to develop resilience and emotional regulation</li> <li>• Northern Guild counselling service to support individuals to develop resilience and emotional regulation</li> </ul>

	<ul style="list-style-type: none"> <li>• Referrals made to SPA (Single Point of Access) and Emotional Well Being Teams to offer deeper levels of support to our pupils</li> <li>• Member of the school leadership team - Deputy Headteacher - to complete Senior Mental Health Lead Practitioner Course</li> <li>• Staff take part in Relational Practice with Paul Dix and Trauma Informed Learning</li> </ul>
<b>F:</b> Accelerate progress in reading for pupils eligible for PPM.	<ul style="list-style-type: none"> <li>• Quality first teaching, interventions and online resources lead to improved outcomes for pupils in reading</li> <li>• Additional Big Cat Collins books purchased to support reading at home across the school</li> <li>• More timetabled opportunities for pupils to participate in high quality reading practise sessions with greater focus on vocabulary, prosody and comprehension with adults across the school</li> </ul>
<b>G:</b> Improve the attendance of pupil premium pupils across the school.	<ul style="list-style-type: none"> <li>• Pupils, including disadvantaged pupils, across the school to reach an attendance rate of at least 96%</li> <li>• New attendance/register system in school to support regular attendance and quick response to those persistently missing school</li> <li>• Consistent sharp focus by teachers and admin staff on attendance (staff aware of pupils with higher levels of absence and why they are away from school)</li> <li>• Persistent absence is in line with national data for all pupils</li> <li>• Weekly meetings between Family Support Worker and Admin staff to monitor attendance</li> <li>• Home visits for families where pupil attendance is of concern completed by SLT/FSW</li> <li>• Governor meeting visits for families where pupil attendance is of concern</li> <li>• Legal intervention followed where necessary</li> <li>• Rewards for attendance winners</li> <li>• Messages home for improved attendance</li> <li>• Class attendance of the week winners</li> <li>• Purchase A-Star Attendance system to support attendance monitoring and information gathering across the school.</li> </ul>



## 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 (Tier 1 - for example, CPD, curriculum, recruitment and retention)

**Budgeted cost: £192,772**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Little Wandle Letters and Sounds (LWL&amp;S) Phonics Scheme continued in EYFS and Key Stage 1. This will be integrated into Quality First Teaching throughout the year.</i></p> <p><i>Phonics leader to evaluate effectiveness of phonics teaching in each class R-Y2.</i></p>	<ul style="list-style-type: none"> <li>• DfE validated phonics programmes</li> <li>• Phonics toolkit EEF</li> <li>• The Rose Report</li> <li>• DfE reading framework</li> <li>• Phonics approaches have strong evidence of positive impact on pupils and disadvantaged pupils and future ability to read fluently.</li> <li>• EEF — Phonics guidance and Early Literacy materials. <a href="#">Education Endowment Foundation: Phonics</a> ; <a href="#">EEF Preparing for Literacy / Early Literacy guidance</a></li> </ul>	1, 2, 3, 5 and 13
<p><i>Ensure all staff (including new staff and long-term supply) have received high quality phonics, reading and maths training, through access the English and Maths Hubs in addition to local CPD offers.</i></p>	<ul style="list-style-type: none"> <li>• EEF T and L toolkit, teacher subject knowledge</li> <li>• <a href="#">Education Endowment Foundation: Phonics</a></li> </ul>	1, 2, 3, 5, 7 and 13
<p><i>Reading: develop teacher pedagogy and curriculum through action research focused on raising attainment. CPD for staff and curriculum development time.</i></p>	<ul style="list-style-type: none"> <li>• EEF T and L toolkit, teacher subject knowledge</li> <li>• <a href="#">Education Endowment Foundation: Phonics</a></li> </ul>	1, 2, 3, 5 and 13
<p><i>Reading: Develop teacher knowledge of reading comprehension strategies. Whole-school focus on vocabulary, reading comprehension strategies and background knowledge across the curriculum (timetabled reading comprehension lessons, taught vocabulary linked to topics). Integrate Voice 21 oracy approaches</i></p>	<ul style="list-style-type: none"> <li>• EEF — Reading comprehension/vocabulary guidance and EEF blog on oral language practice. <a href="#">EEF: Improving Literacy guidance &amp; Oral language resources</a> ; <a href="#">EEF blog on oral language practice</a></li> </ul>	1, 2, 3 and 5

<i>with emphasis on curriculum-linked talk.</i>		
<i>Whole-school CPD programme on oral language and dialogic teaching (ongoing training, coaching and lesson modelling). Integrate oracy routines into the curriculum and daily lessons; implement school-wide vocabulary progression linked to topics and reading texts. (Includes staff coaching, peer observation and termly monitoring of fidelity.)</i>	<ul style="list-style-type: none"> <li>• Education Endowment Foundation — Oral language interventions: evidence summary and implementation guidance. <a href="#">Education Endowment Foundation: Oral language interventions</a></li> <li>• EEF — Reading comprehension/vocabulary guidance and EEF blog on oral language practice. <a href="#">EEF: Improving Literacy guidance &amp; Oral language resources</a>; <a href="#">EEF blog on oral language practice</a></li> </ul>	1, 2, 3 and 5
<i>Ensure that all staff adopt the mastery approach to Maths through participation in the Maths Hub. Budget CPD for staff and curriculum development time.</i>	<ul style="list-style-type: none"> <li>• Teachers to engage with the most up to date support from the Maths hub, utilising the expertise of the Maths hub lead/curriculum lead NCETM resources.</li> <li>• EEF T and L toolkit, teacher subject knowledge</li> </ul>	2, 4 and 7
<i>Smaller class sizes with additional adults across areas of the school Early Years, Key Stage 1 and Key Stage 2.</i>	<ul style="list-style-type: none"> <li>• Our school-based evidence shows that smaller class sizes have an impact on learning as it allows quality first teachers to teach in accordance with the pupil's individual needs. They allow for higher quality, more in depth interactions between pupils and teachers and reduces disruption.</li> <li>• EEF T and L toolkit, teacher subject knowledge – Reducing Class Size</li> </ul>	5, 6 and 7
<p><i>Provision of high-quality teaching and learning, and consistently high curriculum standards throughout the school observed through regular, effective monitoring and sharing of good practice (peer mentoring).</i></p> <p><i>Targeted professional development on inclusive practice and high-quality differentiation for pupils with SEND (coaching for teachers, SEND training, use of graduated response, adjustments to planning and scaffolding).</i></p>	<ul style="list-style-type: none"> <li>• Delivering appropriate interventions to pupils (including higher ability mastery teaching to relevant disadvantaged pupils) at the earliest opportunity.</li> <li>• Research and evidence highlight small group interventions and 1:1 work accelerates progress; intervention at the earliest opportunity is proven to be more successful in diminishing the difference between disadvantaged/advantaged pupils.</li> <li>• We will target high quality interventions to help diminish the difference in learning gaps.</li> <li>• EEF — Teaching and Learning Toolkit (Teaching Assistant interventions / Individualised instruction) and guidance on SEND best practice (EEF references). <a href="#">EEF: Teaching and Learning Toolkit — Teaching assistant interventions</a></li> </ul>	1, 2, 3, 4, 5, 7 and 13

<p><i>Update marking policy to ensure that high quality feedback is given to pupils.</i></p> <p><i>Improve formative assessment and in-class checks to identify and address misconceptions (training on hinge questions, quizzing, retrieval practice and feedback loop). Build teacher routines to act immediately on diagnostic checks (closing the feedback loop).</i></p>	<ul style="list-style-type: none"> <li>• EEF T and L toolkit, teacher subject knowledge</li> <li>• EEF — Guidance on feedback, metacognition and implementation. <a href="#">EEF Teaching and Learning Toolkit — Feedback &amp; Metacognition</a> and <a href="#">A School's Guide to Implementation</a></li> </ul>	<p>2, 6, 7 and 13</p>
<p><i>Develop Relational Practice understanding including cluster wide CPD</i></p>	<ul style="list-style-type: none"> <li>• EEF T and L toolkit, behaviour interventions</li> </ul>	<p>5</p>
<p><i>Recruitment/retention incentives and workload-focused actions to retain strong teachers and specialists (phonics lead, EAL coordinator, SEND lead). Use targeted staffing (specialist phonics teacher / lead teacher for PP interventions) to raise consistency.</i></p>	<ul style="list-style-type: none"> <li>• EEF — Closing the disadvantage gap: high-quality teaching as strongest lever; EEF toolkit summary. <a href="#">EEF: Closing the disadvantage gap (Toolkit overview)</a></li> </ul>	<p>2, 4 and 13</p>

## Targeted academic support (Tier 2 - for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £45,523**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of known staff to support mentoring and school led tutoring for pupils whose education has been significantly impacted by the pandemic.</i>	<ul style="list-style-type: none"> <li>Specific needs and knowledge gaps are targeted through tuition, and this is an effective method to support low attaining pupils or those who fall behind both in 1:1 learning and small groups.</li> <li>EEF T and L toolkit - 1:1 tuition</li> <li>EEF T and L toolkit - small group tuition</li> </ul>	1, 2, 3, 4, 5, 6 and 7
<i>LWL&amp;S Catch Up lessons to be implemented staff training for these interventions supported by SMcG and JC.</i>	<ul style="list-style-type: none"> <li>EEF T and L toolkit - teacher subject knowledge</li> <li>DfE validated phonics programme</li> <li>Phonics interventions have strong evidence of the positive impact on pupils and disadvantaged pupils</li> </ul>	1, 2, 3, 5, 7 and 13
<i>Targeted phonics intervention for Early Years and Key Stage 1 (Little Wandle Catch Up lessons).</i>	<ul style="list-style-type: none"> <li>Phonics approaches have strong evidence of positive impact on pupils and disadvantaged pupils.</li> <li>EEF T and L Toolkit - Phonics toolkit, teacher subject knowledge</li> </ul>	1, 2, 3, 4, 5, 6, 7 and 13
<i>Targeted reading intervention (fluency through the Little Wandle Scheme in KS1; Reading Plus and 1:1/small group sessions in KS2) additional reading practise sessions.</i>	<ul style="list-style-type: none"> <li>EEF T and L toolkit, teacher subject knowledge</li> <li>EEF T and L Toolkit - Phonics toolkit</li> <li>EEF T and L Toolkit - Reading Comprehension Strategies</li> <li>Phonics evidence and recommendations on small-group/1:1 intensity. <a href="#">Education Endowment Foundation: Phonics</a></li> </ul>	1, 2, 3, 4, 5, 6, 7, 8 and 13
<i>Structured reading comprehension interventions (targeted comprehension strategies) for pupils with decoding secure but weak comprehension (reciprocal reading, taught comprehension strategies).</i>	<ul style="list-style-type: none"> <li>EEF — Reading comprehension strategies (Toolkit &amp; guidance). <a href="#">EEF: Improving Literacy guidance / Teaching and Learning Toolkit — Reading comprehension strategies</a></li> </ul>	1,2,4,5,7 and 8
<i>Targeted small group focus in Maths (KIRFS and Maths Mastery)</i>	<ul style="list-style-type: none"> <li>Our school-based evidence highlights the successful implementation of intervention programmes such as: KIRFS and Maths Mastery to ensure all pupils develop fluency with, and understanding of, number that is crucial to future success in maths</li> </ul>	2, 4, 5, 7 and 13

	<p>and general academic progress. Also use of small group phonics training in EYFS and KS1.</p> <ul style="list-style-type: none"> <li>• School based evidence shows that small group interventions and 1:1 work accelerates progress and suits the needs of our pupils emotionally as well as academically.</li> </ul>	
<p><i>Targeted SEND interventions where evidence exists (e.g., precision teaching for reading/spelling where appropriate), with clear IEP/Provision Map and termly review against outcomes.</i></p>	<ul style="list-style-type: none"> <li>• EEF — Individualised instruction and SEND-related best practice (EEF toolkit references). <a href="#">EEF: Individualised instruction / Teaching and Learning Toolkit</a></li> </ul>	

## Wider strategies (Tier 3 - for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £78,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Strengthen pastoral and family support capacity (pastoral lead time; family support worker linking families with Deckham Family Hub, B&amp;B Thing, housing &amp; health services). Provide targeted family casework for families in hardship, including support to access health services (SALT, OT, CYPS) and early assessment referrals.</i>	<ul style="list-style-type: none"> <li>• <i>EEF — Guidance on parental engagement and EEF attendance REA which endorses responsive family-targeted approaches for attendance and engagement. <a href="#">Education Endowment Foundation: Parental engagement</a> ; <a href="#">EEF Attendance Rapid Evidence Assessment summary</a></i></li> <li>• <i>Improving attendance, the key for school leadership summary of research and case studies</i></li> </ul>	9 and 11
<i>Ensure that Pupil Premium pupils have equal access to extra-curricular learning opportunities, including educational visits, after-school clubs, residential.</i>	<ul style="list-style-type: none"> <li>• EEF evaluation reports-social and emotional learning Newcastle University (Nuffield Foundation) after school clubs and academic performance</li> <li>• EEF evaluation reports-breakfast club</li> <li>• EEF evaluation reports-outdoor adventure learning</li> <li>• EEF — Arts participation and extracurricular evidence (some positive effects; contributes to engagement and wider development). <a href="#">EEF: Arts participation (Toolkit)</a></li> </ul>	5, 10 and 11
<i>Homework Club</i>	<ul style="list-style-type: none"> <li>• EEF T and L Toolkit - Homework</li> </ul>	4, 5, 7 and 9
<i>Continue support from RISE Educational Mental Health Practitioner and Northern Guild Counselling</i>	<ul style="list-style-type: none"> <li>• Feelings of wellbeing are fundamental to the overall health of an individual, enabling them to successfully overcome difficulties and achieve what they want out of life.</li> <li>• EEF evaluation reports - social and emotional learning</li> </ul>	9 and 11
<i>Social, Emotional and Mental Health (SEMH) provision: targeted SEL programmes for pupils with identified needs (small-group programmes, school counsellor, pastoral mentor); embed whole-school SEL approaches into PSHE and daily routines. Ensure targeted interventions are monitored for impact and integrated with curriculum time.</i>	<ul style="list-style-type: none"> <li>• Changing the mindset of pupils will allow them to tackle challenging problems in learning and life with greater confidence.</li> <li>• Feelings of wellbeing are fundamental to the overall health of an individual, enabling them to successfully overcome difficulties and achieve what they want out of life.</li> <li>• EEF — Social and Emotional Learning evidence and recommendations. <a href="#">Education Endowment Foundation: Social and emotional learning</a></li> </ul>	9, 10 and 11

<p><i>All staff to work closely with Family Support Worker (SC) with a focus on attendance and wellbeing within families.</i></p> <p><i>FSW to support with the emotional wellbeing and development of resilience strategies within our pupils.</i></p>	<ul style="list-style-type: none"> <li>• Building resilience and self-esteem will aid progress and focus on teaching and learning activities.</li> <li>• Endeavour to provide a rich and interesting curriculum to develop the whole child.</li> <li>• Changing the mindset of pupils will allow them to tackle challenging problems in learning and life with greater confidence.</li> </ul>	9, 10 and 11
<p><i>Family learning project in EYFS, KS1 &amp; KS2 to increase parental involvement.</i></p> <p><i>Financial support &amp; resource lending: device or data-lending where needed; uniform support; subsidised school trips; and resources for homework (homework clubs / supervised sessions) to reduce barriers to home learning.</i></p>	<ul style="list-style-type: none"> <li>• EEF T and L Toolkit – Parental Engagement</li> <li>• EEF — Parental engagement and homework guidance; EEF notes homework clubs and resource provision can support disadvantaged pupils. <a href="#">EEF: Parental engagement &amp; Homework (Toolkit)</a></li> </ul>	1, 2, 4, 5, 6, 7, 8, 9 and 13
<p><i>Attendance-responsive approaches: early identification and responsive multi-component plans for pupils at risk of persistent absence (casework, family meetings, targeted support, incentives where appropriate). Maintain strong daily attendance monitoring.</i></p>	<ul style="list-style-type: none"> <li>• EEF — Attendance Rapid Evidence Assessment and guidance that responsive, targeted approaches and parental communication show promise. <a href="#">EEF Attendance REA summary</a></li> </ul>	4, 5, 6, 10 and 13
<p><i>Relational Practice learning</i></p>	<ul style="list-style-type: none"> <li>• EEF T and L toolkit, behaviour interventions</li> </ul>	5
<p><i>Food security and readiness to learn: continue and expand school breakfast provision, food membership support (Bread &amp; Butter Thing), and ensure subsidised/free school trips and uniform/resources for PP families. Coordinate with Deckham Hub for holiday food provision HAF links.</i></p>	<ul style="list-style-type: none"> <li>• EEF T and L Toolkit – Extending School Time</li> <li>• EEF — Attendance review and meal provision evidence (evidence on breakfast programmes is mixed but promising for some outcomes; EEF recommends further evaluation). <a href="#">EEF Attendance REA / meal provision section</a></li> </ul>	9, 10 and 11
<p><i>Holiday and out-of-term provision (targeted small-group holiday clubs / HAF coordination) with academic and enrichment elements to reduce summer learning loss.</i></p>	<ul style="list-style-type: none"> <li>• EEF — Summer schools / holiday provision evidence (some positive effects for disadvantaged pupils when academically focused and well-resourced). <a href="#">EEF: Summer schools / Extending school time (Toolkit guidance)</a></li> </ul>	9, 10, 11 and 12

**Total budgeted cost: £316,620**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2025 academic years.

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

***The intended successful outcomes from last academic year's pupil premium strategy were:***

- A:** Pupils to make strong progress from low starting points in Early Years, through Quality First Teaching, well timed and matched interventions, relevant resourcing and offering educational visits that link tightly to the curriculum and to contextual experiences of the wider world.
- B:** Pupils develop their phonological awareness, both in and out of school.
- C:** Improved oral and language skills and vocabulary among disadvantaged pupils
- D:** Pupils develop key basic skills: reading and mathematics, both within and outside of school.
- E:** Pupils develop emotional resilience to face and manage challenges encountered on a daily basis, leading to higher quality focused learning opportunities for all.
- F:** Accelerate progress in reading for pupils eligible for PPM.
- G:** Improve the attendance of pupil premium pupils across the school.

#### **Early Years - *Intended Outcome A, B, C, F and G***

Children continued to make good progress from very low starting points in Early Years last academic year. Following on from the previous year's changes to classroom set up and timetabling, staff continued to be closely supported in their role as play practitioners, through ongoing training and careful deployment. We have taken on an apprentice in Early Years to support staff/pupil levels. We are aware that there needs to be a focus on writing development within early years to promote stronger control of fine motor skills and ability to write and form letters correctly.

Within daily timetables, specific time was allocated to support phonics and phonics intervention across EYFS, using The Little Wandle Letters and Sounds Programme which was successfully implemented. With support from the English Leader and Phonics Leader, staff ensured gaps were covered as quickly as possible for all pupils. Immediate intervention through 'Keep Up' sessions meant that pupils at risk of falling behind were given the support needed to allow them to keep up with their peers and maintain progress. Daily 'Catch Up' sessions were used to address specific gaps in pupils' knowledge. This resulted in a higher percentage of pupils achieving that Reading Early Learning Goal than in previous years and prior phonics teaching through Early Years supported the increase in pupils passing the phonics screening check in Year 1.

Speech and language continued to be a clear focus for intervention groups, specifically listening and attention. Staff felt that this worked well, and they could see clear improvements in listening and attention skills, as well as pupils' ability to participate in small group activities with more confidence. Member of the school's leadership team to take part in the ELKLAN training and distribute this learning to EY colleagues.

Our engagement with the Maths Hub has allowed continued CPD for all staff in school. This has also led to changes within our curriculum planning and delivery. The introduction of the Mastering



Number programme has helped provide pupils with secure foundations in the development of good number sense. This programme is supporting the fluency of key number skills in Early Years and compliments the Early White Rose curriculum our EYFS pupils follow as well.

Early Years' classrooms were set up to support the emotional resilience of the pupils. Pupils with highlighted additional needs are carefully managed through the transition between Nursery and the start of their Reception year – greater focus needed on support from private nurseries feeding into Carr Hill.

There was a careful focus within the Early Years curriculum to give our youngest pupils opportunities to make and foster strong and meaningful relationships. Staff continue to focus on pupils developing resilience and being able to face new challenges. In some cases, we have used both internal (Linda Rickerby SEND) and external support services (Early Help and Child Development Team etc) to support our vulnerable pupils. SEND Lead has supported class teachers and TAs with specific training on neurodiversity, cognition and emotional resilience including: PDA, ADHD, ASD and attachment disorders. The school has been a pilot school for SEND Thresholds across Gateshead. These are being well used for all pupils with SEND in school now.

CPD for staff has given a tighter focus to the EYFS curriculum and how we support children with their play and their engagement in the curriculum. CPD around the delivery of Maths Mastery, LWL&S phonics has supported the acquisition of key early reading skills. New staff to Early Years have been supported with Phonics Training from LWL&S

Breakfast Club was run for all pupils. We have reviewed this to now start at 8:15am every morning. This has supported attendance and punctuality each morning. Over 80+ pupils benefitted from this on a daily basis. This is carefully managed by staff across the school to make sure children are happy and safe in this setting. Our FSW and HT are regularly in the breakfast club engaging with children.

The headteacher, admin officer, teachers and family support worker continue to carefully monitor attendance. Both the FSW and HT make home visits to support families to get children to school. Governors support families by sharing the importance of regular attendance when vulnerable children have attendance issues. During the bus-strikes this year HT/Site manager and TAs supported the collection of children from their houses to promote strong attendance. Reward tokens were given to those pupils attaining excellent attendance. Attendance is a constant focus in weekly assemblies.

All children have experienced heavily subsidised or free visits to support the curriculum in school, our personal development pledge and support their understanding of wider experiences of local life.

### **Key Stage 1 - *Intended Outcome A, B, C, D, E and F.***

Continuing to maintain smaller class sizes in Key Stage 1 has supported staff in delivering bespoke focused teaching for pupils based on gaps in learning as well as social and emotional needs. Pupils with significant emotional needs were given the support to settle into smaller, calmer classrooms. This has supported the high number of disadvantaged pupils within school with SEND. Carefully planned transition between EYFS and Key Stage 1 has supported the emotional resilience of these pupils.

English and Maths interventions in Key Stage 1 were led by and supported by a highly skilled SEND teacher on a 1:1 and small group basis, depending on the needs of individual pupils. This supported phonics, reading and Maths.

Our engagement with the Maths Hub has allowed continued CPD for all staff in school. This has also led to changes within our curriculum planning and delivery. The introduction of stem sentences to support pupils with their use of mathematical vocabulary and language structures has supported new learning in Maths. The introduction of the Mastering Number programme has helped provide pupils with secure foundations in the development of good number sense, with the overall aim that they

leave KS1 with fluency in calculation and a confidence and flexibility with number. In line with the mastery approach, we have introduced reactive intervention to help ensure children's misconceptions are addressed at the earliest possible time. Following on from previous work, our curriculum has been further adapted to meet the needs of the pupils in school through small steps. Bespoke interventions have been tailored to address the needs of disadvantaged pupils and close the gaps in their learning that arise due to disadvantage and COVID-19.

Intervention support and training given to teaching assistants across Key Stage 1 has supported pupils' gaps in learning. This has led to increase confidence with TAs facilitating intervention, particularly phonics. Daily 'Keep Up' sessions using Little Wandle resources has resulted in good pupil progress and more pupils closing the gaps in phonics and getting closer to age related expectations. Feedback from staff has been extremely positive with them reinforcing the progress made by pupils in these sessions and the impact on their daily reading and writing. New staff to KS1 and Early Years have been supported with Phonics Training from LWL&S

1:1 Speech and Language sessions have continued to run with identified pupils with particular needs in this area. These sessions have continued to build pupils' confidence and there has been gradual progress in the articulation of sounds for the vast majority of pupils.

Pupils have continued to be carefully supported with their emotional resilience and wellbeing by staff, as well as referrals into RISE/EWBT/CYPS/Northern Guild where pupils required further emotional support. The Use of 'Zones of Regulation' in the learning support class and a supportive whole class ethos, following specific CPD, enabled groups of children to make noticeable progress in Reading, and Maths, meeting Age Related Expectations. Pupils with highlighted additional needs were carefully managed through the transition between EYFS and Key Stage 1. SEND Lead has supported class teachers and TAs with specific training on neurodiversity, cognition and emotional resilience including: PDA, ADHD, ASD and attachment disorders. The school has been a pilot school for SEND Thresholds across Gateshead. These are being well used for all pupils with SEND in school now.

The headteacher, admin officer, teachers and family support worker continue to carefully monitor attendance. Both the FSW and HT make home visits to support families to get children to school. Governors support families by sharing the importance of regular attendance when vulnerable children have attendance issues. Reward tokens were given to those pupils attaining excellent attendance. Attendance is a constant focus in weekly assemblies.

Breakfast Club was run for all pupils. We have reviewed this to now start at 8:15am every morning. This has supported attendance and punctuality each morning. Over 80+ pupils benefitted from this on a daily basis. This is carefully managed by staff across the school to make sure children are happy and safe in this setting. Our FSW and HT are regularly in the breakfast club engaging with children.

Our year 1/2 pupils also took part in a community project in association with our local church St. Alban's.

CPD was completed by all staff using training provided by the Little Wandle Letters and Sounds programme. All staff also completed training provided by our Educational Psychologist Support service around ASD support and emotional regulation strategies. In KS1 and KS2 staff completed CPD with a focus on Maths Mastery with support from our LA and our Maths Hub support.

All children have experienced heavily subsidised or free visits to support the curriculum in school, our personal development pledge and support their understanding of wider experiences of local life.

### **Lower Key Stage 2 - *Intended Outcome A, B, C, D, E, F and G.***

Increasing staff ratios in our Year 3/4 class (a class which has significantly higher levels of PPM and SEND, including EHCP, needs) helped to allow bespoke focused teaching for pupils based on assessed gaps in learning and attainment. These increased ratios helped pupils with significant emotional needs to settle back into quieter, less crowded classrooms, and has supported the high number of disadvantaged pupils we have with SEND.

Pupils have continued to be carefully supported with their emotional resilience and wellbeing by staff, as well as referrals into RISE/EWBT/CYPS where pupils required further emotional support. Pupils with highlighted additional needs were carefully managed through the transition between Key Stage 1 and Key Stage 2.

Additional time within timetables has been allocated to support phonic and reading interventions in Lower Key Stage 2, where necessary. Little Wandle 'Catch Up' sessions have allowed teaching assistants to support identified pupils and address significant gaps in their phonic knowledge.

Regular small group reading has focused on reading fluency. Additionally, staff have noted the impact this has had on pupils' confidence and enthusiasm for reading. We are now looking at opening up an extra learning provision for pupils in our Year 3/4 support class from September 2024 after reviewing setup through academic (move classroom away from computer network and use of 'Red Room' and 'Yellow Room' for bespoke short interventions given vulnerable needs of pupils and EHCP plans – all these pupils eligible for PPM).

English and Maths interventions in Key Stage 2 (including School Led Tuition) were led by and supported by a highly skilled teacher and TA on a small group basis, depending on the needs of individual pupils (part funded by the Covid Catch-up premium). These supported reading fluency, comprehension and language development, resulting in a more positive approach to reading. Pupils were supported with key comprehensions skills which also had a positive impact on their independent writing and support has been given to develop key basic skills in Maths.

Our engagement with the Maths Hub has allowed continued CPD for all staff in school, and the introduction of the Mastering Number programme in Year 4. This has also led to other interventions, as well as changes within our curriculum planning and delivery. The introduction of stem sentences to support pupils with their use of mathematical vocabulary and language structures has supported new learning in Maths. The introduction of the Mastering Number programme has helped provide pupils with secure foundations in the development of good number sense, with the overall aim that they leave KS2 with fluency in calculation and a confidence and flexibility with number. In line with the mastery approach, reactionary interventions meant that gaps in learning or misconceptions were addressed at the earliest possible time in pupils' learning. Following on from our work during 2020/21, our curriculum has been further adapted to meet the needs of the pupils in school through small steps. Bespoke interventions have been tailored to address the needs of disadvantaged pupils and close the gaps in their learning.

Ongoing CPD was completed by all staff using training provided by the Little Wandle Letters and Sounds programme. All staff also completed training provided by our Educational Psychologist Support service around ASD support and emotional regulation strategies. In KS1 and KS2 staff completed CPD with a focus on Maths Mastery with support from our LA and our Maths Hub support. SEND Lead has supported class teachers and TAs with specific training on neurodiversity, cognition and emotional resilience including: PDA, ADHD, ASD and attachment disorders. The school has been a pilot school for SEND Thresholds across Gateshead. These are being well used for all pupils with SEND in school now.

The headteacher, admin officer, teachers and family support worker continue to carefully monitor attendance. Both the FSW and HT make home visits to support families to get children to school.

Governors support families by sharing the importance of regular attendance when vulnerable children have attendance issues.. Reward tokens were given to those pupils attaining excellent attendance. Attendance is a constant focus in weekly assemblies.

Breakfast Club was run for all pupils. We have reviewed this to now start at 8:15am every morning. This has supported attendance and punctuality each morning. Over 80+ pupils benefitted from this on a daily basis. This is carefully managed by staff across the school to make sure children are happy and safe in this setting. Our FSW and HT are regularly in the breakfast club engaging with children.

Our year 3/4 pupils also took part in a community project in association with our local church St. Alban's.

All children have experienced heavily subsidised or free visits to support the curriculum in school, our personal development pledge and support their understanding of wider experiences of local life. Year four pupils took part in heavily discounted residential visit to Scotland.

### **Upper key Stage 2 - *Intended Outcome A, B, C, D, E, F and G.***

Increasing staff ratios in our Year 5/6 class (a class which has significantly higher levels of PPM and SEND, including EHCP, needs) helped to allow bespoke focused teaching for pupils based on assessed gaps in learning and attainment. These increased ratios helped pupils with significant emotional needs to settle back into quieter, less crowded classrooms, and has supported the high number of disadvantaged pupils we have with SEND. These pupils with significant needs have been carefully supported with home learning where necessary and interventions within school.

Reading Plus has continued to be used to support the fluency, comprehension, vocabulary, stamina and motivation of our Upper Key Stage 2 pupils. When necessary, devices used in school continued to be loaned to those disadvantaged pupils so they could continue to develop these key reading skills at home.

Additional time was allocated within the timetable for extra reading sessions with a focus on comprehension and language development which also had a positive impact on their independent writing

Within the Year 5/6 learning support class, pupils have been using IDL. This is a digital platform focusing on phonics, spelling, punctuation, sentence and reading skills. Sessions were pitched at an appropriate level for the pupils' own ability. Staff noticed an increase in pupil confidence and self-esteem, which has improved their approach to writing and learning in general.

English and Maths interventions in Key Stage 2 were led by and supported by a highly skilled teacher on a small group basis, depending on the needs of individual pupils (part funded by the Covid Catch-up premium). These supported reading fluency, comprehension, language development and key basic skills in Maths. These sessions developed a more positive approach to reading. Pupils were supported with key comprehensions skills which also had a positive impact on their independent writing. Our engagement with the Maths Hub has allowed continued CPD for all staff in school. This has also led to interventions, as well as changes within our curriculum planning and delivery. The introduction of stem sentences to support pupils with their use of mathematical vocabulary and language structures has supported new learning in Maths. The introduction of the Mastering Number programme has helped provide pupils with secure foundations in the development of good number sense, with the overall aim that they leave KS1 with fluency in calculation and a confidence and flexibility with number. In line with the mastery approach, reactionary interventions meant that gaps in learning or misconceptions were addressed at the earliest possible time in pupils' learning. Following on from our work during 2020/21, our curriculum has been further adapted to meet the needs of the pupils in

school through small steps. Bespoke interventions have been tailored to address the needs of disadvantaged pupils and close the gaps in their learning. An assessment tool has also been used to support the transition of pupils moving through school.

Pupils have continued to be carefully supported with their emotional resilience and wellbeing by staff, as well as referrals into RISE/EWBT/CYPS where pupils required further emotional support. Pupils with highlighted additional needs were carefully managed through the transition between Key Stage 1 and Key Stage 2. SEND Lead has supported class teachers and TAs with specific training on neurodiversity, cognition and emotional resilience including: PDA, ADHD, ASD and attachment disorders. The school has been a pilot school for SEND Thresholds across Gateshead. These are being well used for all pupils with SEND in school now.

Our year 5/6 pupils also took part in a community project in association with our local church St. Alban's.

CPD was completed by all staff using training provided by the Little Wandle Letters and Sounds programme. All staff also completed training provided by our Educational Psychologist Support service around ASD support and emotional regulation strategies. In KS1 and KS2 staff completed CPD with a focus on Maths Mastery, led by our Maths Leads, with support from our LA and our Maths Hub support.

The headteacher, admin officer, teachers and family support worker continue to carefully monitor attendance. Both the FSW and HT make home visits to support families to get children to school. Governors support families by sharing the importance of regular attendance when vulnerable children have attendance issues. Reward tokens were given to those pupils attaining excellent attendance. Attendance is a constant focus in weekly assemblies.

Breakfast Club was run for all pupils. We have reviewed this to now start at 8:15am every morning. This has supported attendance and punctuality each morning. Over 80+ pupils benefitted from this on a daily basis. This is carefully managed by staff across the school to make sure children are happy and safe in this setting. Our FSW and HT are regularly in the breakfast club engaging with children.

All children have experienced heavily subsidised or free visits to support the curriculum in school, our personal development pledge and support their understanding of wider experiences of local life. Year five pupils took part in heavily discounted residential visit to Scotland. Year six pupils took part in heavily discounted residential visit to London to meet our MP.

## Implementation and monitoring

**Governance and accountability:** The Headteacher and SLT are responsible for implementing the strategy. Pupil Premium Lead will report termly to the Curriculum & Standards Committee and full Governing Body on progress, spend, and impact against success criteria. Publish a brief annual impact report on the school website – within this document.

**Timebound actions:** set termly milestones (implementation fidelity checks each half-term; progress review and reallocation of resources at end of each term).

## Monitoring measures:

- Pupil progress: termly assessment cycles (phonics checks, reading fluency, maths arithmetic checks, GPS probes, language assessments).
- Implementation fidelity: lesson observations, termly intervention fidelity audits, TA competence records, timetables for tutoring.
- Wider outcomes: SEMH screening termly, attendance and persistent absence data, parental engagement metrics (workshop attendance, PING message, SWAY Newsletter open rates).

Evaluation: triangulate quantitative attainment data with qualitative measures (pupil voice, parental feedback, staff feedback) and use EEF guidance on evaluation and implementation as a reference: [EEF: A School's Guide to Implementation](#).

## Rationale

- Early oral language interventions bring high impact (+6 months on average) and are especially effective for disadvantaged pupils; they are low-cost and highly scalable if embedded in curriculum and classroom talk strategies ([EEF: Oral language interventions](#)).
- Systematic phonics approaches are evidence-based and especially effective in primary phases and for disadvantaged pupils; targeted small-group / 1:1 phonics catch-up is recommended where gaps exist ([EEF: Phonics](#); [EEF Preparing for Literacy](#)).
- One-to-one and small-group tuition are effective targeted approaches to accelerate catch-up when aligned to classroom teaching, diagnostic and short, regular sessions show best practice ([EEF: One-to-one tuition](#); [EEF: Tutor Trust trial](#)).
- Social, Emotional Learning (SEL) and targeted SEMH support have measurable benefits to pupils' self-regulation, relationships and can support academic outcomes indirectly; embedding SEL is low-cost and important for disadvantaged cohorts ([EEF: Social and emotional learning](#)).
- Parental engagement can produce additional progress (+4 months) when carefully planned, personalised and focused on learning activities (reading, language support). Engaging families in early years and KS1 shared reading is particularly effective ([EEF: Parental engagement](#); [EEF: Working with parents guidance](#)).
- Attendance: evidence on attendance interventions is mixed but shows promise for responsive, targeted family approaches and parental communication; local casework and partnership approaches are recommended ([EEF Attendance REA summary](#)).

## 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
Reading Plus	
Little Wandle Letters and Sounds	
Primary Behaviour Support	Gateshead Council
ELKLAN SALT Programme	ELKLAN SALT
Colourful Semantics	Integrated Treatment Services
IDL	

Toe by Toe	
Paired Early Literacy	
Mastering Number	North East Maths Hub

## Further information

*We are supporting the use of digital technology at home as we let pupils borrow devices that will support online engagement at home with digital platforms. The devices we share with families also have ability to access Internet through support from VODAFONE and free mobile broadband access they have given the school.*

*Reading Plus, an adaptive literacy solution that improves fluency, comprehension, vocabulary, stamina, and motivation, is purchased to support all pupils across upper key stage two and is purchased out of school budget.*

*We run an extensive extra-curricular activity programme, with support from Gateshead's School Sports Programme. This supports motivation and engagement in the whole school and these help to promote good attendance and punctuality.*