

Pupil Premium Spend Review 2024-2025

1. Review of expenditure				
Previous Academic Year 2024-2025		Budget allocation £ £165,760		Total spend: £166062
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £84506
Increased fluency in basic skills in maths.	<ul style="list-style-type: none"> Ensure quality first teaching is delivered across the school Improve maths teaching and curriculum planning and development of mastery approach. Teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training) will be required. Further resources such will be funded. 	<p>Maths results in KS2: 82% of pupils achieved the expected level this year. 24% of pupils achieved great depth .</p> <p>Of the 20 children (60% of the cohort) who are eligible for PP: 65 % of children eligible for PP met the expected standard in maths, and 20% achieved the GDS score.</p> <p>50% of PP children achieved R/W/M combined score. With 20% achieving combined GDS standard.</p> <p>7/8 (87.5%) pupil premium children achieved ARE in maths (number/numerical patterns) in reception last year.</p> <p>In Year 69 % of the class achieved 21+/25 for the MTC.</p>	<ul style="list-style-type: none"> Despite the loss of the National tutoring fund, school committed to continue to deliver interventions before school. This enabled us to target children who had gaps in their basic skills and this helped more children to achieve age related expectations. This will continue next year, To further assist in improving the overall percentage of children attaining expected level in maths Timttablesrockstars.co.uk will be used to develop speed and fluency in basic skills in 2025-2026. GDS maths groups are implemented weekly across the school. Active Maths was embedded across school, which has had a positive impact on how some children who were reluctant view Maths. This will continue next year to support maths attainment but also pupil's health and wellbeing. School will take part in national incentives, such as Maths Week England and Enterprise Week etc. to ensure Maths continues to be contextualised and 	£49,099

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			<p>that reasoning skills outside of the lesson can be worked on.</p>	
<p>Fluency levels in reading increase by the end of each key stage.</p>	<ul style="list-style-type: none"> • Data tracking meetings analyse the performance of all groups of children half termly • Half termly chronological reading tests/writing assessments to be undertaken, progress monitored and intervention planned • Improve the quality of teaching in phonics through high quality training. • Phonics tuition for target groups. • Sounds Write books purchased for fidelity with the scheme. 	<p>Reading 76% EXS and 30% GDS. Writing 88% EXS and 39% GDS.</p> <p>Of the 20 children (60% of the cohort) who are eligible for PP:</p> <ul style="list-style-type: none"> - 65 % of children eligible for PP met the expected standard in reading. (With 25% of those children achieving the GD standard.) - 75 % of children eligible for PP met the expected standard in writing. (With 35% of those children achieving the GD standard.) - 50% of PP children achieved R/W/M combined score. With 20% achieving combined GDS standard. <p>79% of PP children passed the phonics screening check in Year 1.</p>	<ul style="list-style-type: none"> • Supported reading activities increased the children's confidence when approaching the test; this will be further developed in 2025-2026 through TA led intervention sessions and implementing new WCR guided reading sessions. In addition to this, Readingplus.co.uk in Y6 /accelerated reader will be used throughout KS2 to ensure further development in vocabulary, reading speed and fluency and finally in comprehension. This will assist in improving the overall percentage of children attaining the expected level in reading. • Most of the staff are now trained in the Sounds Write phonic programme (all staff in KS1 are trained in this) and this will continue with whole class/guided interventions in 2025-2026. The final member of staff will complete Sounds Write training in the Autumn term of 2025/2026. • Use of the Lexia programme to support targeted pupils - this will be further embedded in 2025-2026. 	

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<p>Promote language and vocabulary skills across school.</p>	<ul style="list-style-type: none"> • Vocabulary development is a focus throughout the curriculum. Key words displayed and added to knowledge organisers. • Staff training on vocabulary development. • DHT release time to support T&L. • Wider understanding of more powerful vocabulary in reading, writing and spelling. • Spelling Shed introduced and a new spelling timetable developed to ensure daily discrete teaching with focus on vocabulary development and etymology. • Staff training for Ed. Shed. • Sounds Write taught daily in KS1 and method continued for syllable division in KS2. • KS2/New staff Sounds Write training. 	<p>Reading 76% EXS and 30% GDS. Writing 88% EXS and 39% GDS.</p> <p>Of the 20 children (60% of the cohort) who are eligible for PP:</p> <ul style="list-style-type: none"> - 65 % of children eligible for PP met the expected standard in reading. (With 25% of those children achieving the GD standard.) - 75 % of children eligible for PP met the expected standard in writing. (With 35% of those children achieving the GD standard.) - 50% of PP children achieved R/W/M combined score. With 20% achieving combined GDS standard. <p>79% of PP children passed the phonics screening check in Year 1.</p>	<ul style="list-style-type: none"> • Continue with curriculum vocabulary focus to enable children to make links with their learning across the curriculum. • Children were explicitly taught how to use the language they were learning to make links in their learning. Phase one of our new Oracy curriculum (speaking) was embedded with great success. In 2025-2026 we will be rolling out phase two (listening). We also will engage parents in our vision to further support an all-encompassing approach. • Artsmark Award and the Arts was a big focus across the curriculum in 2025. • Audit provision using the new Writing Framework, released in Autumn 2025. • Continue with Spelling Shed to develop vocabulary, alongside spelling, with rules and etymology. • Continue to teach the Sounds Write approach across school for syllable division in phonics and spelling. 	<p>£12551</p>
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<p>Greater number of children attaining the higher standards or a greater depth standard in Reading, Writing and Maths.</p>	<p>Staff training:</p> <ul style="list-style-type: none"> • Sounds Write training for KS2 staff (6 members) • Whole class reading on-ging • Mastery and challenge • Maths fluency and mastery • Moderation • Intervention training • DHT release time to support T&L • Subject leaders to work with English and Maths specialists from the English and Maths Hubs • Oracy training 	<p>School results were above the national average in reading, writing and maths at the end of KS2.</p> <table border="1" data-bbox="752 292 1319 555"> <thead> <tr> <th></th> <th>EXS %</th> <th>GDS %</th> <th>National %</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>76</td> <td>30</td> <td>75 (+1)</td> </tr> <tr> <td>Writing</td> <td>88</td> <td>39</td> <td>72 (+16)</td> </tr> <tr> <td>Maths</td> <td>82</td> <td>24</td> <td>74 (+12)</td> </tr> </tbody> </table>		EXS %	GDS %	National %	Reading	76	30	75 (+1)	Writing	88	39	72 (+16)	Maths	82	24	74 (+12)	<p>Intervention most effective when teachers and TA's worked collaboratively to respond to marking issues/ misconceptions from earlier learning in the day. TAs were also able to deliver interventions in the afternoons to provide additional support, as a dedicated intervention team, focusing on their skills to provide tailored provision for children. This will continue 2025-2026.</p> <p>TA support was used effectively to support children in English and maths lessons. Whole school for Sounds Write/ syllable division (reading and spelling). Spelling and vocabulary using the Sounds Write syllable division approach will be further developed and embedded in 2025-2026.</p> <p>New KS2 staff in-depth text-based planning for writing training (GPAS, Spelling, writing structure.)</p> <p>Audit provision using the new Writing Framework, released in Autumn 2025.</p> <p>Cross-school moderation to be led in school in 2025-26. Internal moderation to be carried out termly as a school and half termly in key stages.</p> <p>Maths delivery/sequencing training given to the whole school and Maths Hub/English hub working in school to develop phonics and number sense in KS1.</p>	<p>£23,156</p>
	EXS %	GDS %	National %																	
Reading	76	30	75 (+1)																	
Writing	88	39	72 (+16)																	
Maths	82	24	74 (+12)																	

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ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £46932
Support pupils' emotional wellbeing.	<p>'Calm space' developed for children who need to self-regulate.</p> <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Provided targeted small group support for SEL through nurture groups and developed weekly forest school for a target group but also all children to access on a rota.</p> <p>Kidsafe programme delivered.</p>	<p>Teachers have been trained in delivering Kidsafe across the school - through pupil and teacher voice, children are able to talk about strategies they would use if they found themselves in a situation that caused them to feel 'yukky'.</p> <p>Children in all key stages are accessing support from the HMT. Children requiring counselling support are referred.</p> <p>HMT working in school with classes - children respond positively within sessions and talk openly about the strategies during conflict resolution.</p> <p>SENDco delivers nurture groups.</p> <p>Staff member (SLT) trained to deliver Forest School weekly to both targeted Nurture group and one afternoon per week for classes to attend across the whole school.</p> <p>Transition groups have run for Y6 vulnerable pupils and pupils who have behavioural issues - feedback from CAMHS shows that children feel more confident with the transition from primary to secondary school.</p> <p>Through a pupil voice survey 96.4% of pupils report that the school rules/RHSE sessions help them to make better choices to keep themselves and others safe.</p>	<p>Kidsafe ran as a full programme from N-Y6 - this will continue next year.</p> <p>To continue relationship with HMT/CAMHS for mental well-being (both class based and referrals for extra tiered support)</p> <p>PACE training for all staff in the autumn term 2025.</p> <p>Continue to build in RHSE opportunities throughout the curriculum at every opportunity.</p> <p>SENDco to continue with mental health nurture groups for targeted children.</p> <p>To further embed use of 'calm space' for children who need to self-regulate.</p> <p>Continue using the Commando Joe's lessons to support character development.</p> <p>To continue Forest School 2025-2026.</p>	£7200

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	<p>SENDco release time to support SEL.</p> <p>TA for targeted SEL work.</p> <p>Commando Joe's curriculum delivered in school.</p> <p>Working with HMT in school to deliver SEL sessions.</p>			
<p>To support children who are not meeting age related expectations through maths, reading and writing interventions.</p>	<p>Lexia Plus 1 Power of 2 1st Class @ Number Number Sense Additional one to one reading</p> <p>Reading Plus and accelerated reader programmes used in years 3, 4, 5 and 6</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>National tutoring programme - daily - offered to all year groups.</p>	<p>Mental and written calculations showed progression throughout the school as per policy. Maths results in KS2 (82% - 12% above national data) demonstrate the positive impact of strategies undertaken.</p> <p>The percentage of children attaining the expected standard in reading, writing and maths was inline national average at the end of KS2.</p> <p>Reading 76% writing 88% maths 72%</p> <p>Of the 20 children (60% of the cohort) who are eligible for PP:</p> <ul style="list-style-type: none"> - 65 % of children eligible for PP met the expected standard in reading. (With 25% of those children achieving the GD standard.) - 75 % of children eligible for PP met the expected standard in writing. (With 35% of those children achieving the GD standard.) - 50% of PP children achieved R/W/M combined score. With 20% achieving combined GDS standard. <p>79% of PP children passed the phonics screening check in Year 1.</p>	<p>These strategies will continue next year.</p>	<p>£39,732</p>

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iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £ 34,624
Children will be given the opportunity to enhance learning through educational visits/visitors and experiences.	<p>Extra-curricular clubs and education visits</p> <p>School trips and curriculum "Hooks" to broaden experiences and engage</p> <p>Change for life experiences at forest school.</p> <p>Athlete visits.</p> <p>Aspirational in class assemblies / celebration days (see enrichment evidence on website/careers timetable).</p> <p>Commando Joe's Programme</p>	<p>Increased number of children attending after school clubs.</p> <p>Curriculum visits promote high levels of engagement. In school activities such as educational visitor sessions and family events.</p> <p>Every child has access to the school library to ensure that all children own at least one book, who don't normally have the opportunity to do so. Books given as a gift at Christmas - all children own at least one book.</p> <p>Purchase uniforms and PE kit for PP children.</p>	After school clubs vary termly covering a range of areas. Curriculum hooks have been provided through visits, visitors, resources and high quality texts which has led to high levels of engagement. This will continue 2025-2026.	£8613

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<p>Excellent attendance of all pupil premium children will result in good progress and improving attainment.</p>	<p>Attendance officer</p> <p>Providing a fully funded breakfast club facility for all pupil premium children.</p> <p>Whole school, group and individual incentives used to promote attendance.</p> <p>Home visits made where necessary.</p>	<p>Attendance monitored weekly for whole school, key groups and individual pupils. Attendance letters are sent to parents. Attendance meetings are held. Referrals are made to the local authority attendance team and further meetings are held. End of every term, children receive a certificate and a prize for 100% attendance. Weekly attendance initiative (Class Spinning Wheel). Regular updates shared with parents. Penalty notice warnings are made.</p> <p>Whole school attendance stayed the same with the end of year percentage being 94.3%. When filtered to remove holiday and medical appointment absences the figure was 95.5%.</p> <p>End of year attendance rates of PP and non-PP pupils with the figures standing at 93.8% and 94.3% respectively.</p>	<p>To continue strategies to monitor and improve attendance.</p> <p>Target year groups will receive an additional attendance incentive to engage learners in taking responsibility in their own attendance.</p>	<p>£26,011</p>
<p>Arts provision streamlined across the school - enhancing the cultural capital of our pupils.</p>	<p>To take part in the national award: Artsmark.</p> <p>The Art's will become an integral part of the ethos in school to enhance teaching and the children's knowledge and understanding of their local area.</p> <p>Golden thread will focus on taking pride in South Tyneside and knowing their heritage through the Arts.</p>	<p>The whole school took part in developing the arts across the curriculum.</p> <p>Foundation subjects have a 'Start with Art' element to them to hook the children in and make links.</p> <p>A whole school project was carried out with a focus on pride in our local area - children attended trips, world with artists and created final pieces to show off their pride in our seaside. They then sold their art, like real artists, at our FV art gallery - involving their parents.</p> <p>Reception worked alongside local artist, Elizabeth Kane over a period of 6 weeks. Parents attended this with their children weekly and we added an element of reading for pleasure at the end of each session, modelling to parents effective reading with their child.</p>	<p>We will continue to embed the arts across the curriculum next year and measure the impact this change of ethos has had on our children.</p>	

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	Linking to aspirations and careers, our children will leave school with a sense of pride and will want to gain employment in South Tyneside to contribute to our local economy	There was also a big push on Oracy and the arts to take further links in their learning.		
			Total cost	£166062