Pupil premium strategy statement – Hebburn Lakes

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	2025-2026 44.5% 2026-2027 48%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025/2026 to 2027/2028
Date this statement was published	December 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Amanda Moody Head Teacher
Pupil premium lead	Helen Redfern
Governor / Trustee lead	John Pinder Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£311,090
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*	£311,090

Part A: Pupil premium strategy plan

Statement of intent

Learning and achievement drives everything that we do at Hebburn Lakes as we believe our role, in partnership with parents, is to build the foundations for a successful education, to enable each child to discover the joy of learning, to help them to fulfil every aspect of their potential and to encourage their growth into effective citizens, ready to play their part in the world and their community. We are a school that champions inclusivity, meaning at the heart of our ethos is a commitment to providing all children the education they need to serve them throughout their lives.

We believe strongly that our children deserve the best possible chances in life and that they learn best when there are strong links between home and school.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Recognising that a significant proportion of our disadvantaged pupils also have identified Special Educational Needs and/or Disabilities (SEND), including social, emotional and mental health (SEMH) needs, our strategy ensures a deeply inclusive approach. We deploy pupil premium resources to complement SEND support, ensuring that barriers to learning rooted in cognition, communication, or emotional regulation are systematically addressed through expert pastoral and academic intervention.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcome detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We ensure that Year group partners have PPA at the same time so that they can plan together and ensure that all staff have access to high quality CPD through external partners, staff meetings and weekly teaching and learning briefings. Staff are also supported to ensure that their teaching is of the highest quality through coaching and peer pop ins.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that the education and well being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations especially in maths. Analysis of 2025 pupil performance data indicates that a significant proportion of middle attaining pupils are not yet consistently converting to age-related expectations, particularly by the end of Key Stage 2. These pupils often sit just below national benchmarks and, without targeted support, risk falling behind over time. Cohort / Non-disadvantaged / Disadvantaged Reading 60% / 69% / 47% Writing 55% / 70% / 36% Maths 42% / 53% / 29%
2	Analysis of whole school data indicates that there is a gender gap between the attainmentment of girls and boys; particularly at greater depth. There is a noticeable and concerning gap between our internal teacher assessment (TA) and national outcomes in mathematics at the end of Key Stage 2. This highlights the need to fully understand the underlying causes—whether related to assessment accuracy, curriculum sequencing, the depth of mathematical understanding, or how well pupils are prepared for the demands of statutory assessments.
3	Assessments, observations and discussions with pupils suggest disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. At Hebburn Lakes, communication and language outcomes in early years are lower for disadvantaged pupils and KS1 phonics outcomes are also lower for disadvantaged children.

4	Our attendance data over the past year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils by 3.44%. 20.35% of disadvantaged pupils have been persistently absent compared to the whole school figure of 11%. Long term persistent absence has reduced to 11.26%, which is 7% lower than national PA and 6% lower than 2024

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
To close the attainment gap between disadvantaged and non-disadvantaged pupils	There will be no significant difference between the attainment of disadvantaged pupils in reading, writing and maths in KS2 outcome in 2028
Gender gap between the attainment of girls and boys, particularly girls at greater depth	There will be no significant difference in the attainment of girls and boys at the expected standard and at greater depth in KS2 by 2028
Phonics and reading	There will be no significant difference between the attainment of disadvantaged children in reading and phonics in 2028
To improve outcomes in Maths - particularly for middle attainers	Outcomes in 2026 will show an upward trend. A higher % of middle attaining target children will convert to the expected standard by the end of KS2.
To achieve and sustain improved well-being for all pupils in our school, particularly disadvantaged pupils	Sustained high levels of well being from 2025 demonstrated by: ● qualitative data from pupil voice, pupil and parent surveys and teacher observations ● a significant increase in participation in enrichment activities. particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	There will be no significant difference between the % of PA of disadvantaged and non-disadvantaged children The overall absence for all pupils will continue to remain lower than national figures.
To improve lateness	There will be no significant difference between the % of lateness for

	disadvantaged and non -disadvantaged children

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.	1,2,3
Embed adaptive teaching strategies across all phases so that middle attaining	Adaptive teaching provides opportunity for all pupils to experience success by:	1,2,3

pupils are effectively supported to achieve age-related expectations, while ensuring the most complex learners' needs are met and appropriate stretch and challenge for the most able.	- Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations - Balancing input of new content so that pupils master important concepts - Making effective use of teaching assistants https://d2tic4wvo1iusb.cloudfront.net/production/documents/Understanding-Adaptive-Teaching-v11.pdf?v=1759249075 https://www.gov.uk/government/publications/early-career-framework Embedding adaptive teaching strategies across all phases will allow staff to more precisely tailor teaching to meet the needs of this group, ensuring that lessons are pitched appropriately and that scaffolding and support are used flexibly. At the same time, adaptive approaches will continue to meet the needs of the most complex learners and provide sufficient stretch and challenge for the most able. This approach builds on existing strengths in classroom practice and aligns with national research on effective adaptations. It ensures that teachers use formative assessment and responsive teaching to close gaps, maximise progress, and improve outcomes for all.	

To improve the accuracy and use of assessment across the school to ensure it reliably informs planning, identifies gaps in learning - particularly for middle attaining and vulnerable pupils - and drives targeted teaching to improve outcomes.	Accurate and well-used assessment is central to effective teaching and learning. Recent analysis has shown variability in how assessment data is collected, interpreted, and applied across the school. In particular, inconsistencies in formative assessment practices can lead to missed opportunities for identifying gaps in learning—especially among middle attaining pupils, who are at risk of not reaching age-related expectations. Strengthening assessment systems will ensure that staff have a clear, consistent understanding of pupil attainment and progress. When used effectively, assessment enables responsive teaching, helps staff tailor support and challenge, and ensures that intervention is timely and targeted. Improving the accuracy and use of assessment will also support better curriculum alignment, enhance teacher confidence in making judgements, and provide leaders with the reliable data needed to evaluate impact and make strategic decisions to improve pupil outcomes in mathematics and beyond. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1,2,3
CPD to improve the teaching and assessment of maths is in line with DFE and EEF guidance.	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in our setting. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources: • The EEF Toolkit and guidance reports. • The EEF's 'Effective Professional Development' guidance	1,2,3

	report offers support in designing and delivering PD and selecting external PD. Guidance Report IMPROVING MATHEMATICS IN THE EARLY YEARS AND KEY STAGE 1 Improving Mathematics in Key Stages 2 and 3 | EEF Additionally, more teaching time will be allocated to the teaching of maths through focused basic skills sessions. These will focus on fluency.	
To ensure that the foundations for literacy are built in the Early Years	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years Evidence consistently shows that communication and language approaches benefit young children's learning. Using multiple approaches will support the development of children's communication and language. - Teaching and modelling vocabulary - Teaching and modelling language - Interactive Reading - Teaching through collaborative talk - Teaching and modelling social communication skills Talk Boost will be used to target children in the Early Years and KS1 to close the gap in communication and language skills.	3

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

Budgeted cost: £ 50,000

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

Structured, measurable interventions to close identified gaps in learning led by both Teachers and TAs	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources: • The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. • The EEF Toolkit has a strand on teaching assistant interventions.https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3
Additional phonics sessions target disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks Phonics I Toolkit Strand I Education Endowment Foundation I EEF	3

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

Budgeted cost: £ *[54,000]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communicating with and supporting parents	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches such as supporting shared reading,	1,2,3,4

	supporting with Maths or tailoring positive communications with schools can prove to be beneficial. The EEF toolkit has a strand on parental engagement The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents.	
Embedding principles of good practice set out in the DfE's Working together to improve school attendance - GOV.UK		4
Transport for extra curricular activities is paid for by school to keep costs down for parents	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: • The EEF Toolkit has a strand on arts participation.Arts participation | EEF	1,2,3,4
Promote the inclusion of disadvantaged children in after school activities	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: • The EEF Toolkit has a strand on arts participation.Arts participation | EEF	1,2,3,4
Subsidised price for Robinwood residential visit	See above	
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £*311,000*

Part B: Review of the previous academic year
Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2025/26 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

Strategic investments in high-quality teaching, adaptive instruction, standardised score tracking, and gap analysis have driven significant performance gains across KS2: Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils is improving and that the approaches that we have used to boost outcomes for disadvantaged pupils are beginning to have a positive impact.

We have also identified that the % of pupil premium children identified as having a special educational need also has a significant impact on the outcomes of our pupil premium children across the school. The primary need is either SEMH or communication and interaction.

Targeted attendance support and family liaison strategies funded through Pupil Premium have resulted in attendance outcomes that meet or exceed national benchmarks.

The school was in line with national expectations at the end of the academic year with an overall attendance of 95%. Gaps between disadvantaged pupils and their peers are minimal. This is a positive outcome for the school. The school percentage of persistent absence is lower than the national percentage 13.52% school, 19.05 % national. The gap between disadvantaged and non- disadvantaged persistent absence is 10%, which is in line with last year.

Key Finding from Data Analysis July 2026

Reception

- Outcomes for disadvantaged children (59%) were lower than non-disadvantaged (74%). Outcomes for disadvantaged children have increased by 13% from 2025
- Compare your Good Level of Development data demonstrates that outcomes for the cohort are contextually positive. Outcomes for FSM children were 4.1ppt

above Local Authority outcomes. 3.4ppt above regional and 1.5ppt above national.

- Contextual outcomes for SEND children were 13.4ppt above the Local Authority, 18.1ppt above regional and 16.4ppt above national.

Year 1 Phonics Screen

There was a 12% difference between the outcomes for disadvantaged and non-disadvantaged pupils indicating that the gap is closing. Outcomes for the phonics screen by the end of Year 2 indicated a gap of only 4% between disadvantaged and non -disadvantaged children.

We have closely tracked and assessed outcomes in phonics as each unit is taught to clearly identify gaps in phonics and be able to accurately target children for intervention. We have invested in the Reading Assessment Programme from the Fisher Family Trust to help us to do this. We have also invested in training through a Sounds Write consultant to ensure that interventions are of the highest quality and are closely aligned to the Sounds Write programme.

KS2

	24-25			25-26		
	Cohort	**Non Disadvantaged**	**Disadvantaged**	**Cohort**	**Non Disadvantaged**	**Disadvantaged**
Reading	59%	69%	47%	65%	86%	48%
Writing	55%	70%	36%	72%	86%	59%
Maths	42%	53%	29%	63%	77%	55%

- Outcomes for disadvantaged children have significantly improved in writing and maths. Whilst outcomes for non disadvantaged children have significantly improved in reading, there has been little improvement for disadvantaged children. The attainment gap between disadvantaged and non-disadvantaged children is the greatest in reading.
- Outcomes for disadvantaged children at the expected standard increased by 23% in writing 26% in maths
- Attainment of girls higher in Reading and Writing, however the gap is not significant (4% reading, 5% writing). The attainment of boys was 10% higher than girls in maths at the expected standard. The combined outcome for boys was 13% higher than for girls.
- In reading there was a 15% gap between disadvantaged girls and boys, this has remained the same since 2025
- The gap between disadvantaged girls and boys in reading was 15%.

- There is no significant difference in the attainment of disadvantaged girls and boys in maths (2%).

Raising standards in Reading has therefore become a key priority on the School development plan, along with the continued focus on the use of effective adaptive teaching strategies.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high -quality extra -curricular activities to boost well -being, behaviour, attendance and aspiration. Activities will focus on building life skills such as confidence, resilience and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, Implementation and Evaluation

In planning our new pupil premium strategy we evaluated why activity undertaken in previous years had not had the degree of impact that we expected.

We used the EEF's implementation guidance to help us to develop our strategy and to identify which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have a robust evaluation framework in place for the duration of our three year approach and will adjust our plan overtime to secure better outcomes for pupils.