

# Pupil premium strategy statement – Thomas Bewick C of E Primary School

This statement details our school’s use of pupil 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	240 (2YO – Y6)
Proportion (%) of pupil premium eligible pupils	(110/193) 57%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	
Pupil premium lead	Jessica Hodson
Governor / Trustee lead	Simon Ross - Trustee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,601.14
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£183,601.14

# Part A: Pupil premium strategy plan

## Statement of intent

At Thomas Bewick C of E Primary school it is our intention is that **all** pupils make good progress and achieve good attainment in all areas. The main focus of our pupil premium strategy is to support those children who are disadvantaged to achieve a good attainment. We also aim to remove barriers so that all children have equal access to enrichment opportunities and activities. As a school we encourage and intend for all of our children to 'let their light shine' in everything they do.

Quality first teaching is at the forefront of our approach, with clear focuses on areas in which disadvantaged children require the most support. Our curriculum is designed to ensure depth and mastery through enquiry questions which promote engagement and deeper level thinking. Children are encouraged to ask questions, lead the learning and make links using prior knowledge. They are given opportunities to revisit learning: to improve their working memory and build layers of understanding. Our teachers work hard to secure children's understanding of the curriculum through rich and engaging experiences within and beyond the classroom. We have high expectations of all our children and encourage them to develop independence, resilience and determination in all lessons to create an essential foundation for their future success.

In addition to this strategy in classrooms, small group tuition will be provided to ensure gaps in knowledge are addressed and catch up is rapid. Further support will be given to those children to improve emotional well-being to remove barriers of engagement.

We want all children to be active and inquisitive readers and will ensure that all children have access to a wide range of reading materials. By the end of KS1, we aim for all children to be fluent readers who enjoy reading a range of texts and can develop their interests.

In addition to the above, we will have high expectations for all. Staff to take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. We will act early; by using assessment and diagnostic tools to intervene at the point need is identified and offer challenge. Understanding when children can meet or exceed expectations when appropriate.

## Challenges

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

Challenge number	Detail of challenge
1	Absence rates continue to be high in school and that recorded nationally.
2	Standards in phonics are lower than previous years, meaning a greater number of pupils are entering year 2 having not passed the phonics screen and fewer pupils in key stage 1 are currently on track to pass.
3	Social and emotional well-being continues to require a higher level of support. Disadvantaged children are more likely to require this support.
4	Pupils struggle to apply knowledge to new context, in numeracy this means standards in reasoning are disproportionately lower when compared to arithmetic.
5	Standards in writing are lower than previous years, meaning more pupils are entering the next key stage with low writing attainment.

## 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
Absence rates will reduce, comparable to 2019 rates and national benchmarks for both disadvantaged and non-disadvantaged pupils.	<p>The rate of absence for disadvantaged pupils will reduce to no more than 4%, based on termly analysis in 2024-25, with the long term aim of being no more than 3% by 2025-26.</p> <p>The gap between disadvantaged pupils and their peers will reduce to 0% by 2026-27 from the starting point 0.6% in Autumn 1 2024.</p>
Improved phonics attainment, in particular for disadvantaged pupils in year 1	<p>The proportion of disadvantaged pupils passing the 2024-25 phonics screen are at least:</p> <p>70% in Year 1 (statutory data) 7/10 children. (National percentage for disadvantaged pupils in Y1, 22/23, was 67%)</p> <p>Year 2 by end of 2025 82% will have passed 9/11 children.</p> <p>Year 3 by end of 2025 92% will have passed 11/12 children.</p>
Improved writing attainment, in particular for disadvantaged pupils across years 1-6.	<p>The proportion of disadvantaged pupils achieving expected attainment in 24/25 are at least:</p> <p>50% in Year 1 5/10 children</p> <p>36% in Year 2 4/11 children</p>

	<p>25% in Year 3 /12 children  47% in Year 4 9/19 children  63% in Year 5 10/16 children  50% in Year 6 10/20 children</p>
<p>Pupils that are SEND and disadvantaged will be prioritised for small group intervention. This involves close communication between teacher and tutor to ensure sessions compliment quality in class teaching. Regular assessments will be used to review effectiveness of the strategy.</p>	<p>Interventions will be carried out by LSA's, SALT and Thrive and will be prioritised for those children who are SEND and disadvantaged.  Regular communication will occur to ensure sessions compliment class teaching.</p> <p>Assessments will occur regularly and diagnostic tools to be used to monitor progress.</p>
<p>Children who require support with their social and emotional well-being will have access to 1:1 and small group interventions with a trained Thrive/ELSA practitioner. The impact of the pandemic has had a lasting effect on the children's emotional well-being and children need sensory support to regulate before accessing sessions. Thrive will be used as a whole school holistic approach to improve well-being.</p>	<p>Positive comments about well-being in pupil voice.</p> <p>Progress seen in Thrive sessions.</p>
<p>Pupils experience a greater range of reasoning activities, based on a range of CPD opportunities for staff. As a result, attainment in reasoning will increase, particularly for disadvantaged pupils.</p>	<p>End of KS2 assessments will show 43% of disadvantaged pupils achieving the expected standard in maths for the 2024-25 assessments, with 9% achieving GDS.</p>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £121,312

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>CPD focusing on reasoning &amp; enabling strategies for all year groups, from early years to year 6.</p>	<p>‘The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective’</p> <p>‘These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.’</p> <p><a href="#">Link to evidence</a></p> <p>‘It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.’</p> <p><a href="#">Link to evidence</a></p>	<p>2, 3, 4 &amp; 5</p>

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

Budgeted cost: £43,147

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition.</p>	<p>‘Small group tuition has an average impact of four months’ additional progress over the course of a year.’</p> <p><a href="#">Link to evidence</a></p>	<p>2, 4, 5</p>
<p>Homework for upper key stage 2 pupils to support in school teaching and the transition to secondary school</p>	<p>‘Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.’</p> <p><a href="#">Link to evidence</a></p>	<p>4 &amp; 5</p>
<p>Small 1:2 group sessions and sensory led sessions</p>	<p>‘Small group tuition has an average impact of four months’ additional progress over the course of a year.’</p> <p><a href="#">Link to evidence</a></p>	<p>2, 4 &amp; 5</p>

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

Budgeted cost: £19,142.14

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raising the profile of attendance within school through reward systems both individual and whole class.</p>	<p>‘Attendance is the essential foundation to positive outcomes for all pupils including their safeguarding and welfare and should therefore be seen as everyone’s responsibility in school.’</p> <p><a href="#">Link to evidence</a></p>	<p>1</p>
<p>Thrive Teaching Assistant employed by Thomas Bewick provide sensory led sessions to support children with their emotional well-being</p>	<p>‘Establish school-wide norms, expectations and routines that support children’s social and emotional development.’</p> <p><a href="#">Link to evidence</a></p>	<p>3</p>

**Total budgeted cost: £183,601.14**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>

## 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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*