

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

Updated information for academic year 25/26 is in blue.

Detail	Data
Number of pupils in school	240 (2YO – Y6) 24/25 236 (2YO - Y6) 25/26
Proportion (%) of pupil premium eligible pupils	(110/193) 57% (107 /192) 56% 25/26
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025 December 2026
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 £174,181
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 £0
Total budget for this academic year <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 £174,181

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

The key challenges have not changed since 24/25 and will remain the same in 25/26.

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> <p>The rate of absence for disadvantaged pupils will reduce to no more than 4% with the long term aim of being no more than 0% by 2026-7. Currently for Autumn Term 2025 the rate of absence is 2.1%.</p> <p>The gap between disadvantaged pupils and their peers will reduce to 0% by 26-27 from the starting point of 2.1% in Autumn 1 2025. We will continue to maintain our robust procedures and follow these consistently.</p>
Improved phonics attainment, in particular for disadvantaged pupils in year 1	The proportion of disadvantaged pupils passing the 2024-25 phonics screen are at least:

	<p>70% in Year 1 (statutory data) 7/10 children. (National percentage for disadvantaged pupils in Y1, 23/24, was 68%)</p> <p>Year 2 by end of 2025 82% will have passed 9/11 children.</p> <p>Year 3 by end of 2025 93% will have passed 14/15 children.</p> <p>The proportion of disadvantaged pupils passing the 2025-26 phonics screen are at least:</p> <p>70% in Year 1 (statutory data) 7/10 children. (National percentage for disadvantaged pupils in Y1 in 2024, was 68%)</p> <p>Year 2 by end of 2026 100% will have passed 9/9 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 36% in Year 2 4/11 children 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>The proportion of disadvantaged pupils achieving expected attainment in 25/26 are at least:</p> <p>70% in Year 1 7/10 children 67% in Year 2 6/9 children 47% in Year 9/19 children 50% in Year 4 8/16 children 68% in Year 5 13/19 children 56% in Year 6 14/25 children</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>Interventions will be carried out by LSA's, SALT and Thrive and will be prioritised for those children who are SEND and disadvantaged.</p> <p>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>Interventions will be carried out by LSA's, SALT and Thrive and will be prioritised for</p>

	<p>those children who are SEND and disadvantaged. A phonics tutor is being used to ensure those children who are behind with their phonics make rapid progress.</p> <p>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>
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>Positive comments about well-being in pupil voice.</p> <p>Progress seen in Thrive sessions.</p> <p>Zones of regulation will be embedded throughout the school, with children being able to talk about their feelings and use strategies to support their emotional well-being.</p> <p>Positive comments about well-being in pupil voice.</p> <p>Progress seen in Thrive sessions and it being embedded in academic lessons.</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>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> <p>In 2025-26, KS2 assessments will show that 56% of disadvantaged pupils achieve the expected standard or higher in Maths with 4% 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 (24/25)

Budgeted cost: £113,971 (25/26)

As barriers to learning have not changed in 25/26 our strategies to address them have remained the same.

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD focusing on reasoning & enabling strategies for all year groups, from early years to year 6.	<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>Link to evidence</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>Link to evidence</p>	2, 3, 4 & 5

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

Budgeted cost: £43,147

Budgeted cost: £41,984 (25/26)

As barriers to learning have not changed in 25/26 our strategies to address them have remained the same.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition.	'Small group tuition has an average impact of four months' additional progress over the course of a year.'	2, 4, 5

	Link to evidence	
Homework for upper key stage 2 pupils to support in school teaching and the transition to secondary school	<p>‘Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.’</p> <p>Link to evidence</p>	4 & 5
Small 1:2 group sessions and sensory led sessions	<p>‘Small group tuition has an average impact of four months’ additional progress over the course of a year.’</p> <p>Link to evidence</p>	2, 4 & 5

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

Budgeted cost: £19,142.14

Budgeted cost: £18,226 (25/26)

As barriers to learning have not changed in 25/26 our strategies to address them have remained the same.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising the profile of attendance within school through reward systems both individual and whole class.	<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>Link to evidence</p>	1
Thrive Teaching Assistant employed by Thomas Bewick provide sensory led sessions to support children with their emotional well-being	<p>‘Establish school-wide norms, expectations and routines that support children’s social and emotional development.’</p> <p>Link to evidence</p>	3

Total budgeted cost: £183,601.14

Total budgeted cost: £174,181 (25/26)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Year 24/25

- The **attendance** gap between disadvantaged children and their peers is reducing and was 0.1% below non-disadvantaged. Disadvantaged – 94.3% Non-disadvantaged – 94.4%
- **Phonics screen** - In Year 1, 72.7% of disadvantaged children did achieve the statutory level. In Year 2, 100% of disadvantaged children achieved. In Year 3, 93% of disadvantaged children achieved the expected level.
- **Writing:**
In Year 1, 46% of disadvantaged pupils achieved expected attainment.
In Year 2, 16.7% of disadvantaged pupils achieved expected attainment.
In Year 3, 26.7% of disadvantaged pupils achieved expected attainment.
In Year 4, 52.6% of disadvantaged pupils achieved expected attainment.
In Year 5, 40% of disadvantaged pupils achieved expected attainment.
In Year 6, 72.7% of disadvantaged pupils achieved expected attainment.
- Children who are disadvantaged/ SEND were prioritised for intervention. Positive communications between Teacher and Learning Support Assistants to ensure quality interventions and consistency in lessons and interventions.
- Pupils feel safe at school and speak positively of well-being in Pupil Voice – they have stated they feel happy and safe but know who they would speak to if they had a problem or worry.
- Progress in Thrive sessions are seen and support is put in place, if concerns occur within the community and children require additional support. Thrive activities are being used as part of whole class teaching. The trauma informed approach has been positive with staff and children and both speak positively about the relational approach.
- At the end of KS2, 45.5% of disadvantaged children achieved EXS+ in Maths with 13.6% achieving GDS.

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.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> 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.