

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 | Spittal Community Primary School |
| Number of pupils in school | 129+18 Nursery |
| Proportion (%) of pupil premium eligible pupils | 32% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 Years 2025/26-2028/29 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Wendy Kiff |
| Pupil premium lead | Emma Richards |
| Governor / Trustee lead | Chloe Hattle |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £61,715 |
| 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 | £61,715 |

Part A: Pupil premium strategy plan

Statement of intent

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school-led tutoring, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, 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're set*
- *act early to intervene at the point need is identified*
- *adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes 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 | Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to Year 5 and, in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | When they join school, many children are below age-related expectations and display underdeveloped language, communication, mathematical, physical and independence skills. This results in significant gaps in the % of PP children achieving a GLD at the end of Reception compared to 75%+ of the cohorts as a whole. Gaps persist particularly in writing and maths into KS2. |
| 3 | Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 4 | 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 ARE particularly in writing and maths. |
| 5 | Our assessments, observations and discussions have identified difficulties in social and emotional learning, notably due to a lack of enrichment opportunities and a lack of access to a broad range of experiences due to geographical isolation. These challenges particularly affect disadvantaged pupils, including their attainment. The number of pupils requiring support have increased markedly and they receive small group interventions. |
| 6 | Develop parental engagement to support parents to effectively support their children throughout school and across subjects. |

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>Improve oral language skills among disadvantaged children</p> <p>Children will develop the use of a wide range of vocabulary across all ages and subjects</p> | <p>EY, KS1 and KS2 Talk Boost groups accessed</p> <p>Nursery Narrative available to nursery and reception children.</p> <p>Speech and language therapy activities in place</p> <p>ELKLAN approach introduced</p> <p>Continue to develop partnership working with NHS and LA Speech therapists.</p> <p>Launchpad to literacy resources and approach implemented and extended to KS2</p> <p>Literacy Tree; Introduce and embed the use of this text-based approach to support and develop children's vocabulary development and support and develop children as writers.</p> |
| <p>Improved levels of GLD among disadvantaged children.</p> | <p>Ensure ELG scores in 2025/26 show and increasing number of disadvantaged pupils are making progress and meeting the expected standard.</p> |
| <p>Year 1 Phonics screening</p> | <p>85%+ of children reach the required standard</p> <p>Ensure Phonics scores in 2025/26 show that an increasing number of disadvantaged pupils are making progress and meeting the expected standard. pupil premium</p> |
| <p>End of KS1 % of pupil premium children to achieve the expected standard:</p> | <p>Children eligible for the Pupil Premium make rapid progress and, by 2025/26 and increasing proportion of disadvantaged learners are meeting the Age-Related Expectations or beyond in reading, writing and maths.</p> |

| | |
|---|--|
| <p>KS2 Year 4% of pupil premium to achieve the expected standard:</p> | <p>Children eligible for the Pupil Premium make rapid progress by the end of 2025/26 an increasing number are meeting Age Related Expectations or beyond in reading, writing and maths.</p> |
| <p>Children are able to access a wide range of trips visits, creative experiences and physical activities post pandemic</p> | <p>Wide variety of creative and physical activities in school.</p> <p>Wide range of after school clubs available</p> <p>Wide range of visits and visitors.</p> <p>Provision of outdoor natural area to extend language development through the outdoors.</p> |
| <p>To develop independence, resilience and behaviour for learning. Children have access to support to enable their social and emotional needs to be supported</p> | <p>Thrive practitioner providing support to vulnerable children</p> <p>ELSA trained staff providing in class support, nurture group, lunchtime social and emotional support</p> |
| <p>Develop parental engagement to enable parents to effectively support their child's learning at home</p> | <p>Embedded use of Parent App</p> <p>Parental information and workshops accessed</p> |

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: £23,284

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Including the use of enhanced Infinity+ for maths homework ensuring assessment of homework activities.</p> | 1,2,3,4 |
| <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | 1 |
| <p>Purchase of a DfE validated Systematic Synthetic Phonics Programme to secure stronger consistent phonics teaching for all pupils</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 2 |
| <p>Enhancement of our maths teaching and curriculum planning in</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the</p> | 4 |

| | | |
|--|--|---------|
| <p>line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> | <p>Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> | |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | 4 |
| <p>To provide additional classroom support to help pupils across the curriculum enabling learners catch up, keep up and maintain strong progress. Allow for pre and post teaching intervention sessions.</p> | <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1,2,3,4 |

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

Budgeted cost: £21,750

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Purchase and development of a variety of programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Implement text-based literacy programme; The Literacy Tree</p> | 1,2 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly 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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 3 |
| Targeted in school tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1,2,3,4. |

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

Budgeted cost: £16,758

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>To create wider experiences and opportunities for children, including hardship funds, subsidies for wider opportunities such as trips, visits and visitors and resources and equipment required for learning.</p> | <p>Research by 'A New Direction' shows the importance of cultural and arts opportunities to support wider learning of PP students</p> <p>EEF - Arts Participation- +3 Months EEF - Sports Participation +2 months</p> <p>EEF "think enrichment education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education."</p> | <p>5</p> |
| <p>Increased parental engagement through development of SIMS Parent App, range of communication channels, development of newsletters, workshops and the provision of resources to support learning at home.</p> | <p>EEF -Parental Engagement-+4 Months impact</p> | <p>6</p> |

Total budgeted cost: £61,792

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 2024 to 2025 academic year.

Standardised tests were used in reading and maths to closely track pupil progress and provided insights into strengths and weaknesses for the cohort as a whole and individuals ensuring the children were effectively supported.

The school implemented and has accessed training and ongoing support for Read Write Inc phonics scheme. Year One Phonics Screening check show the cohort as a whole achieving above the national result. The performance for the disadvantaged was below the cohort as a whole but with a narrowed gap and above national PP results. At the end of KS1 there were a significant cohort specific factors impacting on results. Teachers skills and confidence in delivering the new phonics scheme have been developed and extended with extensive additional resources purchased to support the implementation of this scheme. By the end of Year 4 the PP cohort have narrowed the gap.

The school continued its involvement with the Great North Maths hub accessing training and resources across the school age range. An additional member of staff completed Thrive training and supports children with SEL. A lunchtime nurture provision supports SEL during this part of the school day.

A wide range of intervention supported children to develop their spoken language skills including Early Years Talk Boost, Sounds Great, Talk Boost KS1 and KS2, additional phonics, guided reading, narrative approaches, Lego Therapy and pre and post learning support.

Targeted tutoring in Year 2 and 4 supported children to develop their skills in writing and maths.

Outcomes 2024-25

| | School PP | School | National PP |
|-----------------|-----------|--------|-------------|
| EYFS GLD | 50% | 77.6% | 51.5% |
| Phonics | 70% | 83.3% | 67% |
| KS1 Reading | 40% | 58% | |
| KS1 Writing | 40% | 54% | |
| KS1 Maths | 40% | 54% | |
| Y4 Exit Reading | 71% | 85% | |
| Y4 Exit Writing | 57% | 74% | |
| Y4 Exit Maths | 57% | 74% | |

Parental engagement continued to be supported and extended, through the SIMS Parent App and the school reinstated the wide range of enrichment opportunities including trips within and beyond the local area, and in school experiences.

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 |
|--|------------------------|
| Talk Boost | |
| Read Write Inc Phonics | Read Write Inc |
| Picture News | Picture News |
| Literacy Tree | Literacy Tree |
| ELKLAN | Speech and Language UK |
| White Rose Maths (Including Infinity+) | White Rose |
| TTRock Stars | Maths Circle |
| Language Angels (French) | Language Angels |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |