

Pupil Premium Expenditure Report for Governors – Summer Term 2025

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,302.5
Recovery premium funding allocation this academic year	£0
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	£32,302.5

Teaching

Budgeted cost: £ 23,300

Actions identified	Progress against identified actions	Progress against identified actions	Progress against identified actions																																																																																				
	Autumn	Spring	Summer																																																																																				
<p>Support staff to effectively implement the writing programme through whole school CPD. Embed and refine the writing programme in Years 1-6. Writing Lead to further embed and monitor Read to Write. EYFS to use Helicopter Stories, Launchpad Literacy and Little Chatterboxes to support with early reading and writing.</p> <p>English Lead to provide bespoke CPD and follow up support as necessary. Writing Lead to monitor impact and outcomes of new approach. Staff to carry out coaching triads with a focus on modelling of writing. Writing Lead to liaise with Leads across the Trust to evaluate effectiveness and evolve overtime.</p>	<p>% PP chn working within the average range</p> <p>Writing</p> <table border="1" data-bbox="577 550 992 1038"> <thead> <tr> <th></th> <th>Sum 24</th> <th>Aut 24</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td></td> <td>17%</td> </tr> <tr> <td>Y2</td> <td>0%</td> <td>17%</td> </tr> <tr> <td>Y3</td> <td>38%</td> <td>22%</td> </tr> <tr> <td>Y4</td> <td>40%</td> <td>22%</td> </tr> <tr> <td>Y5</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Y6</td> <td>40%</td> <td>50%</td> </tr> </tbody> </table> <p>There are 35 PP chn across school working below average (73%). 22 of these do not have an identified SEND and will be targeted next term.</p>		Sum 24	Aut 24	Y1		17%	Y2	0%	17%	Y3	38%	22%	Y4	40%	22%	Y5	0%	0%	Y6	40%	50%	<p>% PP chn working within the average range</p> <p>Writing</p> <table border="1" data-bbox="1086 550 1527 1027"> <thead> <tr> <th></th> <th>Sum 24</th> <th>Aut 24</th> <th>Spr 25</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td></td> <td>17%</td> <td>17%</td> </tr> <tr> <td>Y2</td> <td>0%</td> <td>17%</td> <td>17%</td> </tr> <tr> <td>Y3</td> <td>38%</td> <td>22%</td> <td>25%</td> </tr> <tr> <td>Y4</td> <td>40%</td> <td>22%</td> <td>44%</td> </tr> <tr> <td>Y5</td> <td>0%</td> <td>0%</td> <td>11%</td> </tr> <tr> <td>Y6</td> <td>40%</td> <td>50%</td> <td>50%</td> </tr> </tbody> </table> <p>There are 16 PP chn across school working below average (39%) 8 of these do not have an identified SEND and will be targeted next term.</p>		Sum 24	Aut 24	Spr 25	Y1		17%	17%	Y2	0%	17%	17%	Y3	38%	22%	25%	Y4	40%	22%	44%	Y5	0%	0%	11%	Y6	40%	50%	50%	<p>% PP chn working within average range</p> <table border="1" data-bbox="1659 550 2078 1102"> <thead> <tr> <th></th> <th>Sum 24</th> <th>Aut 24</th> <th>Spr 25</th> <th>Sum 25</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td></td> <td>17%</td> <td>17%</td> <td>17%</td> </tr> <tr> <td>Y2</td> <td>0%</td> <td>17%</td> <td>17%</td> <td>33%</td> </tr> <tr> <td>Y3</td> <td>38%</td> <td>22%</td> <td>25%</td> <td>25%</td> </tr> <tr> <td>Y4</td> <td>40%</td> <td>22%</td> <td>44%</td> <td>33%</td> </tr> <tr> <td>Y5</td> <td>0%</td> <td>0%</td> <td>11%</td> <td>22%</td> </tr> <tr> <td>Y6</td> <td>40%</td> <td>50%</td> <td>50%</td> <td></td> </tr> </tbody> </table> <p>There are 23 PP chn across school working below average (33%) 10 of these do not have an identified SEND and will continue to be targeted.</p>		Sum 24	Aut 24	Spr 25	Sum 25	Y1		17%	17%	17%	Y2	0%	17%	17%	33%	Y3	38%	22%	25%	25%	Y4	40%	22%	44%	33%	Y5	0%	0%	11%	22%	Y6	40%	50%	50%	
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Whole school CPD	Monitoring of the 1 ECT show that teaching is at least good.	Monitoring of the 1 ECT show that teaching is at least good.	Monitoring of the 1 ECT show that teaching is at least good. She has passed her ECT but																																																																																				

<p>Maths Lead to provide bespoke CPD and follow up support as necessary</p> <p>ECT mentor to carry out Modelled lessons and coaching sessions</p> <p>Maths Lead to monitor impact of approach</p> <p>Maths Lead to liaise with Leads from across the Trust to evaluate effectiveness.</p> <p>Renewal of White Rose License</p> <p>Develop and refine teaching for Mastery across school following the Great North Maths Hub Teaching for Mastery Workgroups.</p> <p>Maths Lead will attend Teacher Research groups with Mastery specialist to develop own teaching of maths to disseminate to staff across school.</p> <p>TLRs and Lead staff to trial approaches in classes and cater to needs of school and children.</p>	<p>The follow up visit from the Maths Hub was very positive and recognised that many mastery strategies are in place across school.</p> <p>% PP chn working within the average range</p> <p>Maths</p> <table border="1" data-bbox="577 624 994 1090"> <thead> <tr> <th></th> <th>Sum 24</th> <th>Aut 24</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td></td> <td>33%</td> </tr> <tr> <td>Y2</td> <td>20%</td> <td>50%</td> </tr> <tr> <td>Y3</td> <td>51%</td> <td>33%</td> </tr> <tr> <td>Y4</td> <td>66%</td> <td>78%</td> </tr> <tr> <td>Y5</td> <td>66%</td> <td>67%</td> </tr> <tr> <td>Y6</td> <td>60%</td> <td>67%</td> </tr> </tbody> </table> <p>There are 19 PP chn across school working below average (40%) . 8 of these do not have an identified SEND and will be targeted next term.</p>		Sum 24	Aut 24	Y1		33%	Y2	20%	50%	Y3	51%	33%	Y4	66%	78%	Y5	66%	67%	Y6	60%	67%	<p>% PP chn working within the average range</p> <p>Maths</p> <table border="1" data-bbox="1086 624 1552 1090"> <thead> <tr> <th></th> <th>Sum 24</th> <th>Aut 24</th> <th>Spr 25</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td></td> <td>33%</td> <td>33%</td> </tr> <tr> <td>Y2</td> <td>20%</td> <td>50%</td> <td>67%</td> </tr> <tr> <td>Y3</td> <td>51%</td> <td>33%</td> <td>38%</td> </tr> <tr> <td>Y4</td> <td>66%</td> <td>78%</td> <td>77%</td> </tr> <tr> <td>Y5</td> <td>66%</td> <td>67%</td> <td>66%</td> </tr> <tr> <td>6</td> <td>60%</td> <td>67%</td> <td>67%</td> </tr> </tbody> </table> <p>There are 11 PP chn across school working below average (27%) 5 of these do not have an identified SEND and will be targeted next term.</p>		Sum 24	Aut 24	Spr 25	Y1		33%	33%	Y2	20%	50%	67%	Y3	51%	33%	38%	Y4	66%	78%	77%	Y5	66%	67%	66%	6	60%	67%	67%	<p>due to being part time will continue next year.</p> <p>% PP chn working within the average range</p> <p>Maths</p> <table border="1" data-bbox="1659 624 2085 1123"> <thead> <tr> <th></th> <th>Sum 24</th> <th>Aut 24</th> <th>Spr 25</th> <th>Sum 25</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td></td> <td>33%</td> <td>33%</td> <td>33%</td> </tr> <tr> <td>Y2</td> <td>20%</td> <td>50%</td> <td>67%</td> <td>67%</td> </tr> <tr> <td>Y3</td> <td>51%</td> <td>33%</td> <td>38%</td> <td>50%</td> </tr> <tr> <td>Y4</td> <td>66%</td> <td>78%</td> <td>77%</td> <td>78%</td> </tr> <tr> <td>Y5</td> <td>66%</td> <td>67%</td> <td>66%</td> <td>67%</td> </tr> <tr> <td>6</td> <td>60%</td> <td>67%</td> <td>67%</td> <td></td> </tr> </tbody> </table> <p>There are 12 PP chn across school working below average (35%) 3 of these do not have an identified SEND and will be targeted next year.</p>		Sum 24	Aut 24	Spr 25	Sum 25	Y1		33%	33%	33%	Y2	20%	50%	67%	67%	Y3	51%	33%	38%	50%	Y4	66%	78%	77%	78%	Y5	66%	67%	66%	67%	6	60%	67%	67%	
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TLRs and Mastery Specialist will provide CPD bespoke to school to further develop teaching for mastery.		Maths Lead has continued to attend CPD with Mastery specialist to upskill own knowledge.	Maths Lead continued to gain support from Maths Hub. Focusing next year on question stems and oracy within maths.
Retention of support staff x2 to supplement teachers enabling disadvantaged pupils to receive high quality teaching.	Monitoring this term has shown that TAs are deployed effectively and positively impact on the progress being made during lessons.	Monitoring this term has shown that TAs are deployed effectively and positively impact on the progress being made during lessons. This was verified within Writing review.	Monitoring this term has shown that TAs are deployed effectively. Prioritised support for sensory regulation breaks.

Targeted academic support

Budgeted cost: £6002.5

Actions identified	Progress against identified actions	Progress against identified actions	Progress against identified actions
	Autumn	Spring	Summer
<p>Staff to be trained in Launchpad into Literacy and Little Chatterboxes within EYFS and KS1 to support language acquisition overall and poor baseline in Language and communication. New staff to EYFS to have up to date training in all of the above.</p> <p>Bespoke follow up CPD as required.</p>	Staff have completed training in Little Chatterboxes ready to implement in Spring Term.	Little Chatterboxes continued to be implemented within Spring Term with trained TA delivering the sessions. Improvements in overall Language and Communication stand and % of children now on track (62% on track in Autumn term compared to 79% on track in Spring. Predicting 83% at end of year.)	Due to staff absence unable to run Little Chatterboxes intervention programme. However, Communication and Language strand has continued to improve. (Aut 62%, Spring 79%, Summer LA 90%, Speaking 87%) 4/7 identified as SALT need achieved ELG)

<p>Daily 1:1 reading sessions for the lowest 20% of readers in school.</p> <p>Whole school CPD on effective 1:1 reading.</p> <p>English subject lead to monitor and provide follow up bespoke CPD.</p> <p>All staff to receive up to date RWI training through English Hub funding and support.</p> <p>Children to be assessed and tracked half termly.</p>	<p>15/44 (34%) of daily readers are PP chn.</p> <p>% PP chn working within the average range</p> <p>Reading</p> <table border="1" data-bbox="577 635 954 1102"> <thead> <tr> <th></th> <th>Sum 24</th> <th>Aut 24</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td></td> <td>33%</td> </tr> <tr> <td>Y2</td> <td>60%</td> <td>50%</td> </tr> <tr> <td>Y3</td> <td>50%</td> <td>33%</td> </tr> <tr> <td>Y4</td> <td>56%</td> <td>67%</td> </tr> <tr> <td>Y5</td> <td>67%</td> <td>67%</td> </tr> <tr> <td>Y6</td> <td>60%</td> <td>67%</td> </tr> </tbody> </table> <p>There are 20 PP chn across school working below average (42%). 9 of these do not have an identified SEND and will be targeted next term.</p>		Sum 24	Aut 24	Y1		33%	Y2	60%	50%	Y3	50%	33%	Y4	56%	67%	Y5	67%	67%	Y6	60%	67%	<p>15/38 (39%) of daily readers are PP chn</p> <p>Reading Hub have continued to support through regular support days focusing on action plan. All RWI staff have had access to training bespoke to their needs.</p> <p>% PP chn working within the average range</p> <p>Reading</p> <table border="1" data-bbox="1111 635 1635 1102"> <thead> <tr> <th></th> <th>Sum 24</th> <th>Aut 24</th> <th>Spr 25</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td></td> <td>33%</td> <td>33%</td> </tr> <tr> <td>Y2</td> <td>60%</td> <td>50%</td> <td>66%</td> </tr> <tr> <td>Y3</td> <td>50%</td> <td>33%</td> <td>26%</td> </tr> <tr> <td>Y4</td> <td>56%</td> <td>67%</td> <td>66%</td> </tr> <tr> <td>Y5</td> <td>67%</td> <td>67%</td> <td>66%</td> </tr> <tr> <td>Y6</td> <td>60%</td> <td>67%</td> <td>67%</td> </tr> </tbody> </table> <p>There are 18 PP chn across school working below average (44%) 6 of these children do not have an identified SEND and will be targeted next term.</p>		Sum 24	Aut 24	Spr 25	Y1		33%	33%	Y2	60%	50%	66%	Y3	50%	33%	26%	Y4	56%	67%	66%	Y5	67%	67%	66%	Y6	60%	67%	67%	<p>12/46 (26%) of daily readers are PP chn</p> <p>Reading Hub have continued to support through regular support days. Children continued to be assessed half termly and grouped accordingly.</p> <p>% PP chn working within the average range</p> <table border="1" data-bbox="1684 600 2159 1102"> <thead> <tr> <th></th> <th>Sum 24</th> <th>Aut 24</th> <th>Spr 25</th> <th>Sum 25</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td></td> <td>33%</td> <td>33%</td> <td>67%</td> </tr> <tr> <td>Y2</td> <td>60%</td> <td>50%</td> <td>66%</td> <td>67%</td> </tr> <tr> <td>Y3</td> <td>50%</td> <td>33%</td> <td>26%</td> <td>25%</td> </tr> <tr> <td>Y4</td> <td>56%</td> <td>67%</td> <td>66%</td> <td>67%</td> </tr> <tr> <td>Y5</td> <td>67%</td> <td>67%</td> <td>66%</td> <td>67%</td> </tr> <tr> <td>Y6</td> <td>60%</td> <td>67%</td> <td>67%</td> <td></td> </tr> </tbody> </table> <p>There are 14 chn across school working below average (38%) 4 of these children do not have an identified SEND and will be targeted next academic year. Discussions took place about supporting chn through SEND provision.</p>		Sum 24	Aut 24	Spr 25	Sum 25	Y1		33%	33%	67%	Y2	60%	50%	66%	67%	Y3	50%	33%	26%	25%	Y4	56%	67%	66%	67%	Y5	67%	67%	66%	67%	Y6	60%	67%	67%	
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Deliver after school booster sessions to Y2 and Y6.	Chn identified to start boosters at start of Spring Term. All PP chn have been invited to join booster sessions.	Boosters have run all school year. 4/6 (67%) of PP chn attended and all were invited.	3/6 PP chn passed all their SATs. Another PP child passed all SATs apart from Writing.
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Wider strategies

Budgeted cost: £ 3000

Actions identified	Progress against identified actions	Progress against identified actions	Progress against identified actions
	Autumn	Spring	Summer
<p>Bespoke 1:1 nurture session for identified pupils.</p> <p>Weekly supervision meetings with Nurture lead and Well-being Lead/DHT.</p> <p>CPD for all staff</p> <p>Whole school training on ASD through Autism Education Trust delivered by DHT.</p> <p>Education Psychologist to provide assessments for identified pupils to ensure correct services/strategies are implemented.</p>	<p>This term 14 PP children have received bespoke nurture support.</p> <p>1 PP child receives weekly support from a therapeutic counsellor (student)</p> <p>whole workforce reform unit has been delivered to staff</p> <p>1 PP children has been assessed by the EP and has dyslexia. Two PP children referred to CAMHS.</p>	<p>This term 19 PP children have received some form of direct nurture support.</p> <p>1PP child has continued support from therapeutic counsellor.</p> <p>9 PP chn have been referred to Healthy Heads and are now having ongoing support from this service.</p> <p>1 PP child has been assessed by Educational Psychologist to move forward with an EHCP</p>	<p>This term 13 PP children have received some form of direct nurture support.</p> <p>1PP child has continued to gain support from a therapeutic counsellor.</p> <p>3 PP chn have been referred to Healthy Heads within Summer term and awaiting support.</p> <p>1 PP child has been accepted to the Link School for Sept.</p>

	Still awaiting outcome of two PP child's EHCP One PP child has secured an EHCP	2 PP children now have an EHCP	
DHT to support families through EH plans	This term 2 PP families have received support through Early Help plans. (5 chn)	This term 2 PP families have received support through Early Help plans. (5 chn) These were both closed at the end of Spring Term.	No Early Help families this term. 1 Operation Encompass for PP child
Attendance monitoring	9/48 19% PP are persistent absentees (academic year 23-24) these were carried over into Autumn term and are monitored within school. They are following school attendance procedures In addition, 3 PP children have attendance below 60% and have been issued with a fixed term penalty notice. 1 PP child has had a monitoring letter and another has had a stage 1 letter. The attendance of PP chn in Autumn Term was 89.5% compared to 96.5% for Non-PP chn.	6/47 13% PP are persistent absentees in Spring Term and following school attendance procedures. In addition, 2 PP children have attendance below 60% and have been issued with a fixed term penalty notice. 2 PP children have had a stage 1 letter. The attendance of PP chn in Spring Term was 90.65% compared to 96.52% for Non-PP chn.	13/32 41% PP are persistent absentees in Summer Term and following school attendance procedures. In addition, 2PP children have been issued with a fixed term penalty (holidays) The attendance of PP chn in Summer Term was 91.1% compared to 96.0% non-PP chn. 13/19 68% monitored for lateness are PP chn
Subsidised visits and extra-curricular clubs	Coastal school - £17.25 Educational Visits - £55.90 London - £100 Total spend £173.15	Educational Visits - £160.5 Residentials - £500 Total Spend - £660.5	Educational Visits and residentials - £301.35 Total Spend - £301.35

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Total budgeted cost: £ 32,302.5

P Kirby

Summer 2025