

Plains Farm Pupil Premium Expenditure Report for Governors – Summer Term Evaluation 2025-26

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,055
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	£117,055
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils	51% (73 pupils)
Pupil premium lead	A. Hunter Deputy Headteacher

Teaching

Budgeted cost: £70,025

Actions identified	Progress against identified actions	Progress against identified actions	Progress against identified actions																																																
	Autumn	Spring	Summer																																																
Support staff to effectively implement Ready, Steady, Write writing programme through whole school CPD English Lead to provide bespoke CPD and follow up support as necessary ECT mentors to carry out Modelled lessons and coaching sessions. TLR to monitor impact of approach. English Lead to liaise with Leads from across the Trust to evaluate effectiveness. Subscription fees paid to gain access to premium resources Training sessions purchased	Ready, Steady, Write continues to be implemented across school – additional training sessions have taken place across Autumn Term including ways to adapt the programme to support all learners. Teaching Assistants have taken part in training to support SEN children and EAL children. Monitoring has continued across the half term and joint assessments took place with leaders and class teachers. Moderation was effective as confirmed during cross moderation. Teaching and Learning observations had a focus upon sentence accuracy elements of the lesson and all year groups were being taught effectively. Support has been provided in KS1 for 1x teacher and 1x ECT has been supported through the induction process.	Monitoring has continued across the half term and joint assessments took place with leaders and class teachers. Moderation was effective as confirmed during cross moderation. <table><tr><th colspan="3">% of chn on track to achieve Average Standard+</th></tr><tr><th></th><th>Aut 25</th><th>Spr 26</th></tr><tr><td>Y1</td><td>31%</td><td>38%</td></tr><tr><td>Y2</td><td>44%</td><td>53%</td></tr><tr><td>Y3</td><td>30%</td><td>38%</td></tr><tr><td>Y4</td><td>41%</td><td>46%</td></tr><tr><td>Y5</td><td>33%</td><td>39%</td></tr><tr><td>Y6</td><td>29%</td><td>43%</td></tr></table> Attainment has increased from Autumn Term in all year groups, indicating a positive impact of CPD	% of chn on track to achieve Average Standard+				Aut 25	Spr 26	Y1	31%	38%	Y2	44%	53%	Y3	30%	38%	Y4	41%	46%	Y5	33%	39%	Y6	29%	43%	CPD was provided around the enhanced units with RSW Framework. Ongoing monitoring allowed for leaders to be able to identify children who were off track and provide appropriate intervention. <table><tr><th colspan="3">% of chn on track to achieve Average Standard+</th></tr><tr><th></th><th>Aut 25</th><th>Sum 26</th></tr><tr><td>Y1</td><td>31%</td><td>50%</td></tr><tr><td>Y2</td><td>44%</td><td>56%</td></tr><tr><td>Y3</td><td>30%</td><td>38%</td></tr><tr><td>Y4</td><td>41%</td><td>46%</td></tr><tr><td>Y5</td><td>33%</td><td>45%</td></tr><tr><td>Y6</td><td>29%</td><td>67%</td></tr></table>	% of chn on track to achieve Average Standard+				Aut 25	Sum 26	Y1	31%	50%	Y2	44%	56%	Y3	30%	38%	Y4	41%	46%	Y5	33%	45%	Y6	29%	67%
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Writing Lead to monitor effectiveness of implementation and provide bespoke CPD as a regular follow up activity.	% of chn on track to achieve Average Standard+		Attainment is in line with or above this point last academic year. Where it isn't, this has been explored further, and additional interventions have been planned to increase attainment.	Support has continued in KS1 for 1x teacher and 1x ECT has been supported through the induction process. Observations were conducted across the SPR term to monitor the impact of modelling CPD. A cross trust review was held based on early foundational skills development – the school performed well. There are 45 PP children across school working below the average standard – this is lower than autumn term and this point last academic year. 21 of these (47%) do not have an identified SEND and will be a target next term. Of these 21, 6 achieved the expected standard at summer exit. All 6 have been identified for school based interventions and will be tracked by leaders within the school's monitoring process.	Attainment has increased in all year groups from Autumn Term. There are 43 PP children across school working below the average standard – this is lower than spring term. During pupil progress meetings, class teachers identified children within these groups to target across the remainder of the academic year and into autumn term. Interventions have been planned and shared during teacher handovers to support a smooth transition.	
		Aut 24				Aut 25
	Y1	-				31%
	Y2	37%				44%
	Y3	28%				30%
	Y4	23%				41%
	Y5	37%				33%
	Y6	35%				29%
There are 46 PP chn across school working below the Average standard – this is lower than at this point last academic year. 23 of these (50%) do not have an identified SEND and will be targeted next term. Of these 23 children, 7 achieved the expected standard at summer exit. All 7 children have been identified for in school interventions and will be tracked by leaders across the Spring Term, through work scrutiny and learning walks.						
Continue to implement and sustain Mastering Number Programme for EYFS and KS1 and Mastering Number @ KS2 Maths Hub CPD for Lead	All staff reminded of expectations around Mastering Number and resources, materials and rekinreks shared with class teachers. Introduction training has been attended by Y4 and Y5 staff and maths lead. Initial assessments were conducted across school.	Mastering Number continues in KS1 and further training has been attended for teachers in KS2.	% PPM Chn achieving EXS+			
		% PPM chn on track to achieve Average + in maths				

and Lead Teachers – resources provided from Great North Maths Hub. Follow up CPD from Maths Lead, Trust Lead. Whole school CPD Maths Lead to provide bespoke CPD and follow up support as necessary ECT mentors to carry out Modelled lessons and coaching sessions. TLR to monitor impact of approach. Maths Lead to liaise with Leads from across the Trust to evaluate effectiveness. Renewal of White Rose License Renewal of deepening understanding	% PPM chn on track to achieve Average + in maths				Aut 25	Spr 26		Aut 25	Sum 26	There are 33 PP chn across school working below Average Standard, this has fallen since this time last academic year. 13 of these (39%) do not have an identified SEND and will be targeted next term. Of these 13 children, 10 children achieved the average standard at summer exit. During pupil progress meetings, children within this group were identified as targets to support the increase of PPM attainment across school. Y2 PP attainment is impacted by transience There are 33 PP chn across school working below Average Standard, this has fallen since this time last academic year. 13 of these (39%) do not have an identified SEND and will be targeted next term. Of these 13 children, 10 children achieved the average standard at summer exit. During pupil progress meetings, children within this group were identified as targets to support the increase of PPM attainment across school. Attainment for PP children has continued to increase across the year in maths. There are now only 23 PP chn across school working below Average Standard. This continues to fall and is lower than the number of children not achieving this time last year. Of these 23, children have been identified as key targets to continue to narrow the gap towards the average standard. Class	
		Aut 24	Aut 25								
	Y1	-	33%	Y1	33%	29%	Y1	33%	57%		
	Y2	33%	67%	Y2	67%	60% *	Y2	67%	50% *		
	Y3	50%	40%	Y3	40%	58%	Y3	40%	67%		
	Y4	58%	45%	Y4	45%	50%	Y4	45%	67%		
	Y5	47%	53%	Y5	53%	53%	Y5	53%	72%		
	Y6	57%	46%	Y6	46%	46%	Y6	46%	69%		
	The attainment of PP learners has fallen in some year groups across school, however, all year groups are impacted by transience so it is difficult to directly compare the attainment figures as a percentage.										
	There are 33 PP chn across school working below Average Standard, this has fallen since this time last academic year. 13 of these (39%) do not have an identified SEND and will be targeted next term. Of these 13 children, 10 children achieved the average standard at summer exit. During pupil progress meetings, children within this group were identified as targets to support the increase of PPM attainment across school.										

		the gap to their non disadvantaged peers.	teachers have planned interventions for Autumn term to support this.																																																						
Develop and refine Whole Class Guided Reading Model across KS2 to support the development of comprehension strategies. Bespoke CPD provided by SLT to implement Reading Curriculum. Monitoring of newly implemented programme by SLT and MLT.	<table><tr><th colspan="3">% PPM chn on track to achieve Average + in reading</th></tr><tr><th></th><th>Aut 24</th><th>Aut 25</th></tr><tr><td>Y3</td><td>-</td><td>40%</td></tr><tr><td>Y4</td><td>50%</td><td>45%</td></tr><tr><td>Y5</td><td>47%</td><td>65%</td></tr><tr><td>Y6</td><td>64%</td><td>46%</td></tr></table> Y6 attainment includes 2x children with significant attendance issues across Autumn term – both children and their families are being supported by school. 1x is an active Early Help case. On the whole teaching in reading continues to be strong and children continue to make progress.	% PPM chn on track to achieve Average + in reading				Aut 24	Aut 25	Y3	-	40%	Y4	50%	45%	Y5	47%	65%	Y6	64%	46%	<table><tr><th colspan="3">% PPM chn on track to achieve Average + in reading</th></tr><tr><th></th><th>Aut 25</th><th>Spr 26</th></tr><tr><td>Y3</td><td>40%</td><td>58%</td></tr><tr><td>Y4</td><td>45%</td><td>58%</td></tr><tr><td>Y5</td><td>65%</td><td>82%</td></tr><tr><td>Y6</td><td>46%</td><td>62%</td></tr></table> There has been a significant increase in attainment for PP children in reading in all year groups. Our PP learners continue to narrow the gap towards their non-pp peers in terms of reading. This indicates a positive impact of the whole class guided reading model implemented across school.	% PPM chn on track to achieve Average + in reading				Aut 25	Spr 26	Y3	40%	58%	Y4	45%	58%	Y5	65%	82%	Y6	46%	62%	<table><tr><th colspan="3">% PPM chn on track to achieve Average + in reading</th></tr><tr><th></th><th>Aut 25</th><th>Sum 26</th></tr><tr><td>Y3</td><td>40%</td><td>75%</td></tr><tr><td>Y4</td><td>45%</td><td>67%</td></tr><tr><td>Y5</td><td>65%</td><td>83%</td></tr><tr><td>Y6</td><td>46%</td><td>69%</td></tr></table> PP attainment has continued to increase across the academic year in reading. As a result, the gap between PP and non PP peers continues to narrow in all year groups.	% PPM chn on track to achieve Average + in reading				Aut 25	Sum 26	Y3	40%	75%	Y4	45%	67%	Y5	65%	83%	Y6	46%	69%
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Sustain the teaching for Mastery across school following the Great North Maths Hub Teaching for Mastery Workgroups TLRs will attend Teacher Research groups with Mastery specialist to develop own teaching of maths to disseminate to staff across school. TLRs and Lead staff to trial approaches in classes and cater to needs of school and children. TLRs and Mastery Specialist will provide CPD bespoke to school to further develop teaching for mastery.	Work has continued with the GNMH – maths lead attended an initial implementation session in September focusing upon priorities across school and being able to roll out key messages around oracy in maths. 2x TRGs have been attended in the Autumn Term, focusing upon teaching and learning in KS1 and key ways to implement the mastery approach. KS2 staff attended CPD sessions based around Mastering Number @ KS2. This has been rolled out in Y4 and Y5. Early indications are positive and children are making progress with their use of vocabulary and their understanding of key facts.	CPD has been provided to staff around maths talk. Voice 21 champion and lead have been allocated in school. 2x TRG workgroups have been attended with staff from school. These have been subject expertise sessions with a focus upon KS1, LKS2 and UKS2. Maths leads are now working together to implement NCETM materials into practice across schools. Mastering number @ KS2 continues to have a positive impact on learners.	Voice 21 champions attended schools visits and provided CPD to staff at Plains Farm. Following this, they provided a presentation on their implementation plan for the upcoming academic year. All classes now have Voice 21 displays to support Oracy strategies and key messages. 2x TRG workgroups were attended by maths lead and KS2 staff. Mastering Number had a significant impact upon MTC, average score now sits at 21 with increased percentages at all points.
Retention of support staff to supplement teachers enabling disadvantaged	Support staff have supported the delivering interventions across the Autumn Term.	Additional support staff have been deployed effectively for those children with EHCPs.	Support staff continued to provide interventions across school alongside class teachers.

pupils to receive high quality teaching. HLTA 4x days – interventions, support for CF children TA 5x days – SEND support	Chn who have accessed interventions continue to make progress and are now attaining in line with their expectations. Additional support staff have been deployed effectively for those children with EHCPs. Support has been provided in key areas across school including KS1, LKS2 and UKS2.	Support has been provided in key areas across school including KS1, LKS2 and UKS2. Support staff have been deployed to deliver a range of interventions including 1:1, small group and target boosters for SATs assessments.	
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Targeted academic support Budgeted cost: £15,362

Actions identified	Progress against identified actions	Progress against identified actions	Progress against identified actions
	Autumn	Spring	Summer
Chatty Tuesdays for identified children in school. Training for HLTA 2x days per week 1x day to plan 1x day to deliver on a 1:1 basis	Chatty Tuesdays completed across Autumn Term. Chn speak highly of the sessions and it is clearly having a positive impact on mental health and wellbeing of children who attend. Additional referrals have been made to CYPS following work completed and 4x children are currently on an active caseload with MHST.	Chatty Tuesdays completed across Spring Term. Chn speak highly of the sessions and it is clearly having a positive impact on mental health and wellbeing of children who attend. Work with MHST has continued and 2x referrals have been made in Spr term. 2x cases are ongoing with children.	Chatty Tuesdays continued across Summer Term. Chn continue to make progress within the sessions and parents speak highly of how it has a positive impact upon the emotions of their children. 2x cases have continued with MHST. 1x case has progressed to CAMHs.
Sunflower Room: Implementation of Suggested interventions	Staff attended Columbia Grange for support around Mat Man and	Additional support provided to Tas based around setting up provisions and resourcing.	

	interventions or use within the setting. 1x Sunflower staff provides additional support within breakfast club to support social skills of one boy from the class.	Local authority session delivered within the WE SEN project. Highly successful, strong praise for the implementation of Sunflower provision	
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Wider strategies

Budgeted cost: £28,573

Actions identified	Progress against identified actions	Progress against identified actions	Progress against identified actions
	Autumn	Spring	Summer
Attendance Monitoring Attendance 100 works closely with families and offers both challenge (referring to the LA where necessary) as well as support	SLA purchased for Attendance100 – Overall school attendance: 92.5% The attendance of PP chn in Autumn Term was 89.9% compared to 94.3% for Non-PP chn. PP attendance has fallen from the end of last academic year. Families have been identified and SLT have been relentless in monitoring attendance – meetings have been held and an increase in	Overall school attendance: 92.6% - very small increase Spring Term attendance for Pupil Premium (PP) pupils was 89.2%, compared to 93.8% for non-PP pupils, indicating a widening gap and a decline since the previous academic year. Targeted families have been identified, with structured monitoring and intervention meetings led by senior leaders. Recent data shows a positive	Overall school attendance: 92% Summer Term Attendance for PP pupils was 88.4%. Targeted families have been identified, with structured monitoring and intervention meetings led by senior leaders. PP attendance is significantly impacted by 3x families all of whom have had progressed to LA attendance monitoring and fining.

	attendance has been seen in recent weeks. Persistently Absent: (28.3%) PA PPM – 30% this is a decrease from 32% this time last year. Attendance 100 have conducted meetings with all PA children across Autumn Term.	upward trend in attendance for identified pupils. LA referrals have been made for 2x families, 3x children in total. Persistently Absent: (29.3%) PA PPM – 45.6% this is an increase from Autumn Term – 3x families impact this, all of whom have been referred for LA	Persistently Absent: (32.3%) PA PPM – 33.8% This has declined from Spring Term. Leaders have enrolled on Attendance and Behaviour Hub with DfE to support increasing attendance for all groups of children.
Educational Psychologist 6x dates purchased	SENCo held initial planning meeting in September 2x visits were completed and 1x reports have been received. 1x report was used in a successful mediation meeting	2x visits were completed in Spr term and 1x report has been received. Additional information has been provided to support EHCP application. 1x application made for EHCP, through panel and now awaiting draft	2x visits were completed during the Summer term. 1 of which resulted in a key diagnosis of dyslexia. EP reports have allowed for 2x additional EHCP applications both of which have progressed through panel.
Enrichment of the curriculum enhanced by off-site visits and visitors to school (including wider school experiences. Pantomime visit etc)	Christmas Pantomime funded in December, including buses and tuck snacks during the performance.	Visits to Derwent Hill subsidised. Life Centre Gibside Nat Trust Site	2x children were supported on a residential visit to London.

A. Hunter

Summer Term 2026