

Funding overview 2024-2027 – Summer Evaluation 2026

Detail	Amount
Pupil premium funding allocation this academic year	£107,204
Recovery premium funding allocation this academic year	-
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	£107,204
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	46%
Pupil premium lead	J. Downey Deputy Headteacher

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 identified on our strategy plan.

Teaching (for example, CPD, recruitment and retention)

Actions identified	Progress against identified actions	Progress against identified actions	Progress against identified actions
	Autumn	Spring	Summer
Retention of staff x2 to supplement teachers enabling disadvantaged pupils to receive high quality teaching. 2 x Level 3 TA and x1 Level 2 TA to work on interventions:	A similar % of children are on track to achieve ARE, from summer term to autumn term. The gap narrowed or stayed the same for disadvantaged pupils in: <i>Reading:</i> - Gap narrowed or similar in 3/7 classes <i>Writing:</i> - Gap narrowed or similar in 6/7 classes <i>Maths:</i> - Gap narrowed or similar in 5/7 classes	A similar % of children remain on track to achieve ARE from Autumn to Spring, with targeted improvements evident in key year groups. <i>Reading:</i> - Gap narrowed or similar in 5/7 classes <i>Writing:</i> - Gap narrowed or similar in 4/7 classes <i>Maths:</i> - Gap narrowed or similar in 4/7 classes	A similar or higher % of children remain on track to achieve ARE Spring to Summer, with targeted improvements evident in key year groups. (No Year 6 results available) <i>Reading:</i> - Gap narrowed or similar in 5/6 classes <i>Writing:</i> - Gap narrowed or similar in 4/6 classes

Reading			
Year Group	Summer 2025	Autumn 2025	
R	+8	-10	widened
Y1	-40	-47	widened
Y2	+4	-33	widened
Y3	-75	6	narrowed
Y4	-35	-80	widened
Y5	-11	-41	widened
Y6	-33	-4	narrowed

Writing			
Year Group	Summer 2025	Autumn 2025	
R	+8	-10	widened
Y1	-34	-22	narrowed
Y2	+5	-26	widened
Y3	-62	-28	narrowed
Y4	-45	-37	narrowed
Y5	-38	-37	s/s
Y6	-45	-48	s/s

Maths			
Year Group	Summer 2025	Autumn 2025	
R	-3	-10	s/s
Y1	-11	-30	widened
Y2	-8	-8	s/s
Y3	-37	4	narrowed
Y4	-4	-50	widened
Y5	+3	1	s/s
Y6	-45	-14	narrowed

Reading

Year Group	Autumn 2025	Spring 2026	Impact
R	-10	-14	widened
Y1	-22	-12	narrowed
Y2	-26	-26	s/s
Y3	-28	-29	widened
Y4	-37	-40	widened
Y5	-37	-37	s/s
Y6	-48	-20	narrowed

Maths

Year Group	Autumn 2025	Spring 2026	Impact
R	-10	+6	narrowed
Y1	-30	-36	widened
Y2	-8	-3	narrowed
Y3	+4	+3	s/s
Y4	-50	-50	s/s
Y5	+1	-33	widened
Y6	-14	-15	widened

Overall, there continues to be a gap between disadvantaged and non-disadvantaged pupils across the school. However, analysis of Autumn to

Maths:

- Gap narrowed or similar in 6/6 classes

Reading

Year Group	Spring 2026	Summer 2026	Impact
R	-14	0	no gap
Y1	-19	-11	similar
Y2	-19	-19	s/s
Y3	+6	-15	widened
Y4	-70	-70	s/s
Y5	-35	-40	similar
Y6	-23		

Writing

Year Group	Spring 2026	Summer 2026	Impact
R	-14	0	no gap
Y1	-12	-19	similar
Y2	-26	-33	similar
Y3	-29	-7	similar
Y4	-40	-60	widened
Y5	-37	-44	widened
Y6	-20		

	The children have been identified in Pupil Progress meetings. The off-tack children, alongside planned interventions, will be tracked and monitored in spring term to accelerate progress.	Spring data shows some positive narrowing of gaps in specific cohorts, particularly in Reading and Writing.	Maths <table border="1"> <thead> <tr> <th>Year Group</th><th>Spring 2025</th><th>Summer 2025</th><th>Impact</th></tr> </thead> <tbody> <tr> <td>R</td><td>+6</td><td>0</td><td>No gap</td></tr> <tr> <td>Y1</td><td>-36</td><td>-35</td><td>s/s</td></tr> <tr> <td>Y2</td><td>-3</td><td>-4</td><td>s/s</td></tr> <tr> <td>Y3</td><td>+3</td><td>-2</td><td>s/s</td></tr> <tr> <td>Y4</td><td>-50</td><td>-25</td><td>narrowed</td></tr> <tr> <td>Y5</td><td>-33</td><td>-29</td><td>similar</td></tr> <tr> <td>Y6</td><td>-15</td><td></td><td>widened</td></tr> </tbody> </table>	Year Group	Spring 2025	Summer 2025	Impact	R	+6	0	No gap	Y1	-36	-35	s/s	Y2	-3	-4	s/s	Y3	+3	-2	s/s	Y4	-50	-25	narrowed	Y5	-33	-29	similar	Y6	-15		widened
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To embed writing outcomes across KS1 and KS2 to support teacher's planning of Writing and provide clear expectations of pitch and progression and securing teacher knowledge of how to teach necessary skills. English Lead to monitor Read to Write across school. Follow- up and bespoke CPD, release time for English Lead, English Lead to monitor impact of approach, English Lead to liaise with Leads from across the Trust to evaluate effectiveness.	Overall there is a gap between disadvantaged and non- disadvantaged children Writing outcomes across KS1 and KS2 have improved, with evidence of stronger vocabulary choices and content in pupils' work. The consistent approach to planning and teaching writing has contributed to clearer expectations and improved quality of outcomes across the school.	Writing outcomes continue to improve across KS1 and KS2, with evidence of stronger vocabulary, structure and stamina in pupils' work. The Read to Write approach remains embedded, supporting consistency in teaching and progression. Spring data highlights that gaps persist in Writing across most year groups, particularly in KS2. This indicates that while quality of teaching has improved, further targeted support and adaptation is required to ensure disadvantaged pupils make accelerated progress.	The Read to Write approach is now securely embedded across the school. Monitoring, book scrutiny and pupil voice demonstrate greater consistency in teachers' expectations and pupils' application of writing skills across a range of genres. Ongoing moderation across school and Trust schools has strengthened assessment accuracy and teacher confidence.																																
Embedding activities across the EYFS curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend	Language acquisition and communication skills have strengthened through embedded EYFS activities and targeted interventions. Strategies such as BLAST and Helicopter	Language acquisition continues to strengthen through embedded strategies such as Early Talk Boost. These approaches are supporting	Language-rich approaches remain embedded throughout the EYFS curriculum. Children demonstrate																																

vocabulary such as the use of Helicopter stories and BLAST. We will purchase relevant training and resources which facilitate this and fund ongoing intense teacher training and release time focused upon language acquisition. English Lead to monitor effectiveness of Oracy CPD. Follow- up and bespoke CPD, release time for English Lead, English Lead to monitor impact of approach, English Lead to liaise with Leads from across the Trust to evaluate effectiveness. Training, coaching and monitoring:	Stories have supported vocabulary development and confidence in speaking and listening, contributing to improved interaction and articulation for disadvantaged pupils. Early Talk Boost CPD in autumn term will see implementation in spring term. Evidence of Oracy aspects being taught throughout school.	children to develop vocabulary, confidence and communication skills. Evidence of Oracy aspects being taught throughout school. School and English Lead part of Voice21 Project via CPD.	increased confidence when communicating with adults and peers, with improvements evident in vocabulary development, sentence construction and oral language skills. Whole-school Oracy opportunities continue to develop pupils' speaking and listening skills, supporting learning across the wider curriculum and preparing pupils well for transition into the next academic year.
Daily Phonic sessions RWInc Phonics – training, coaching and monitoring.	Daily phonics sessions have ensured progress for all pupils, with assessments confirming improvement across the autumn term. This reflects the successful implementation of structured phonics teaching and monitoring.	Daily phonics teaching continues to have a positive impact, with structured delivery supporting progress for all children. Ongoing assessment and monitoring ensure that children who fall behind are quickly identified.	Consistent delivery of the Read Write Inc programme has continued to improve early reading outcomes. Regular coaching, assessment and timely

			interventions have ensured pupils receive support matched to their needs. The majority of pupils have made sustained progress throughout the year, with increasing numbers working confidently at age-related expectations.
Teaching for Mastery across school following the Great North Maths Hub Teaching for Mastery Workgroups Maths Lead/ Mastery Specialist will monitor the impact and effectiveness of teaching for mastery. Maths Lead release time to embed key elements. Bespoke Maths – training, coaching and monitoring. Renewal of White Rose License Renewal of deepening understanding	Teaching for Mastery approaches have been embedded across the school, resulting in progress for all pupils and a narrowing of gaps for disadvantaged pupils in most classes. Increased attainment from summer to autumn demonstrates the positive impact of consistent mastery-based teaching.	Teaching for Mastery approaches remain embedded across the school. There is evidence of impact in some year groups, particularly Reception and Y2 where gaps have narrowed.	Teaching for Mastery is now well established across school. Teachers demonstrate greater confidence in using mastery strategies to develop fluency, reasoning and problem-solving. Pupils show improved mathematical understanding and resilience when tackling increasingly challenging concepts. Assessment outcomes indicate sustained progress across year groups, with disadvantaged pupils benefiting from consistent quality first teaching alongside targeted intervention.

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

Actions identified	Progress against identified actions	Progress against identified actions	Progress against identified actions
	Autumn	Spring	Summer
School based interventions linked to Reading, Writing and Maths gaps	Despite progress, gaps remain between disadvantaged and non-disadvantaged pupils in specific year groups and subjects. These pupils have been identified and will continue to be monitored and supported through planned interventions to accelerate progress.	Positive impact in specific cohorts. Despite continuing progress, persistent and significant gaps remain in key cohorts, particularly: Further refinement is required to ensure:	Targeted interventions have remained responsive throughout the year using assessment information to identify pupils requiring additional support. Regular reviews ensured interventions remained focused and effective. Many disadvantaged pupils made progress in identified

		Interventions are precisely targeted. Impact is closely monitored and adapted quickly. Support is prioritised in highest-need cohorts.	areas, improving confidence, independence and readiness for the next stage of learning. Intervention records demonstrate positive impact alongside high-quality classroom teaching.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Actions identified	Progress against identified actions	Progress against identified actions	Progress against identified actions
	Autumn	Spring	Summer
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Friends trained member of staff to support children who are having difficulty accessing learning through emotional issues, using the Friends approach to support their feelings, emotions and wellbeing. Intervention and support:	SEL approaches are being embedded into daily educational practices and supported through ongoing professional development for staff. Interventions such as Friends program, help children who experience emotional challenges that affect their learning. This approach supports pupils in understanding and managing their feelings, emotions, and overall wellbeing, fostering resilience and readiness for learning. Day-to-day wellbeing procedures continue to positively impact pupils' mental health, ensuring they feel emotionally secure and able to engage in	SEL approaches continue to be embedded effectively across the school. Programmes such as Friends, alongside MHST and Behaviour Support Service input, are supporting children's emotional wellbeing and readiness to learn. These approaches continue to have a positive impact on engagement, confidence and behaviour, particularly for disadvantaged children.	SEL continues to be embedded across the curriculum and wider school life. The FRIENDS programme, Mental Health Support Team interventions and targeted pastoral support have strengthened pupils' emotional resilience and self-regulation. Pupils demonstrate greater confidence in discussing emotions, using taught strategies independently and seeking support when required. Staff training has further strengthened consistent approaches to promoting positive wellbeing across school.

	learning. Weekly peer monitoring sessions provide a time in the day for children to talk, share experiences, and participate in wellbeing activities that promote confidence and emotional regulation.		
To ensure quality First Teaching all staff make good use of advice and undertake guidance from the Educational Psychologist team.	All staff make effective use of advice and guidance from the Educational Psychologist team. Reports provide an evidence base and practical strategies to remove learning barriers and inform differentiated planning, ensuring every child can access the curriculum successfully.	All staff make effective use of advice and guidance from the Educational Psychologist team. Reports provide an evidence base and practical strategies to remove learning barriers and inform differentiated planning, ensuring every child can access the curriculum successfully.	Recommendations from Educational Psychologists continue to inform high-quality classroom practice and targeted provision. Staff have effectively implemented strategies within classrooms and intervention programmes, enabling pupils with additional needs to access learning successfully. Provision mapping and regular reviews demonstrate that support remains closely matched to individual need and contributes positively to pupils' progress and engagement.
To increase rates of attendance and reduce PA for PP pupils with the support of an Attendance officer. To motivate pupils to attend school every day.	Efforts to improve attendance and reduce persistent absence (PA) for disadvantaged pupils have been supported by the Attendance Officer. Autumn 2025 Attendance: Disadvantaged pupils: 93.4% Non-disadvantaged pupils: 95%	Attendance continues to be closely monitored, with support from the Attendance Officer and school systems. Spring 2026 Attendance: Disadvantaged pupils: 93.5%	Attendance continues to be closely monitored, with support from the Attendance Officer and school systems. Summer 2026 Attendance: Disadvantaged pupils: 93.4%

	Persistent Absence: Disadvantaged pupils: 17.0% Non-disadvantaged pupils: 10.4% The Attendance officer and school procedures, support school and families who fall below the national expected figures. School and termly Trust rewards provide an incentive for pupils to attend school. School procedures, family support, and termly Trust rewards continue to motivate pupils to attend regularly, to ensure no gap in overall attendance and between disadvantage and non-disadvantaged pupils.	Non-disadvantaged pupils: 95% Persistent Absence: Disadvantaged pupils: 15.0% Non-disadvantaged pupils: 14.7% The Attendance officer and school procedures, support school and families who fall below the national expected figures. School and termly Trust rewards provide an incentive for pupils to attend school. School procedures, family support, and termly Trust rewards continue to motivate pupils to attend regularly, to ensure no gap in overall attendance and between disadvantage and non-disadvantaged pupils.	Non-disadvantaged pupils: 95% Persistent Absence: Disadvantaged pupils: 12.3% Non-disadvantaged pupils: 8.9% The Attendance officer and school procedures, support school and families who fall below the national expected figures. School and termly Trust rewards provide an incentive for pupils to attend school. School procedures, family support, and termly Trust rewards continue to motivate pupils to attend regularly, to ensure no gap in overall attendance and between disadvantage and non-disadvantaged pupils.
Intervention and support from Behaviour Support Service to address low self-esteem, confidence and emotional issues to support improvements well-being, attitudes to learning, concentration, attainment and progress.	Intervention and guidance from the Mental health Team (MHST) and Behaviour Support Service (BSS) have addressed issues of low self-esteem, confidence, and emotional wellbeing. Direct work, advice, and CPD have upskilled staff, enabling effective	Intervention and support from Behaviour Support Service to address low self-esteem, confidence and emotional issues to support improvements in well-being, attitudes to learning, concentration, attainment and progress. Direct work with children, alongside professional advice	Support from the Behaviour Support Service and Mental Health Support Team has continued to strengthen provision for vulnerable pupils. Individual programmes, staff advice and professional development

	strategies to improve attitudes to learning, concentration, attainment, and progress.	and CPD for staff, has further strengthened staff understanding and practice. This has provided school with reports and evidence towards the child's next step.	have improved pupils' emotional regulation, resilience and engagement with learning. Staff report increased confidence in meeting pupils' social, emotional and behavioural needs, contributing to calmer classrooms and improved readiness to learn.
Enhanced Curriculum resources outside the classroom To provide resources to disadvantaged pupils to increase rates of attainment.	Disadvantaged pupils have benefited from additional resources and licenses that support learning and increase motivation.	Disadvantaged children continue to benefit from access to additional resources and learning platforms, which support both attainment and engagement. These resources have helped to reinforce learning in the classroom, increase motivation and provide further opportunities for practice and consolidation.	Additional curriculum resources, subscriptions and learning materials have continued to remove barriers for disadvantaged pupils. These resources have enhanced classroom provision, supported curriculum engagement and ensured pupils have equitable access to high-quality learning opportunities across all subjects.
Subsidising educational visits, visitors to school, cultural events for pupils. Through subsidised visits, no pupil is disadvantaged and can experience a wider curriculum outside of school with their peers	Educational visits and cultural experiences have been subsidised to ensure all pupils can access a broad and enriching curriculum alongside their peers, promoting equality and engagement.	Educational visits and cultural experiences continue to be subsidised to ensure all children can access a broad and enriching curriculum. This approach promotes inclusion and equality, enabling disadvantaged children to participate fully alongside their peers, while also enhancing engagement, cultural capital and overall enjoyment of learning.	Funding has enabled all disadvantaged pupils to fully participate in educational visits, enrichment activities and wider curriculum experiences throughout the year. Pupils have benefited from visits, visitors and outdoor learning opportunities that have enhanced curriculum knowledge, developed cultural capital and supported

			personal development. No pupil has been excluded from enrichment opportunities due to financial barriers, ensuring equality of access across the curriculum.
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Total annual budgeted cost: £107,204