

Pupil Premium Expenditure Report for Governors – Summer Term 2026

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,670
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	£70,670

Teaching

Budgeted cost: £ 40,110

Actions identified	Progress against identified actions	Progress against identified actions	Progress against identified actions																																																																																				
	Autumn	Spring	Summer																																																																																				
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 RWI, Talk Boost, Little Chatterboxes to support with early reading and writing. 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 and sentence accuracy. Writing Lead to liaise with Leads across the Trust to evaluate effectiveness and evolve overtime.	% PP chn working within the average range Writing <table><tr><td></td><td>Sum 24</td><td>Aut 24</td></tr><tr><td>Y1</td><td></td><td>0%</td></tr><tr><td>Y2</td><td>17%</td><td>67%</td></tr><tr><td>Y3</td><td>33%</td><td>20%</td></tr><tr><td>Y4</td><td>25%</td><td>33%</td></tr><tr><td>Y5</td><td>33%</td><td>57%</td></tr><tr><td>Y6</td><td>22%</td><td>37%</td></tr></table> There are 23 PP chn across school working below average. Of these, 10 do not have an identified SEND and will be targeted next term.		Sum 24	Aut 24	Y1		0%	Y2	17%	67%	Y3	33%	20%	Y4	25%	33%	Y5	33%	57%	Y6	22%	37%	% PP chn working within the average range Writing <table><tr><td></td><td>Sum 24</td><td>Aut 24</td><td>Spr 26</td></tr><tr><td>Y1</td><td></td><td>0%</td><td>33%</td></tr><tr><td>Y2</td><td>17%</td><td>67%</td><td>67%</td></tr><tr><td>Y3</td><td>33%</td><td>20%</td><td>17%</td></tr><tr><td>Y4</td><td>25%</td><td>33%</td><td>33%</td></tr><tr><td>Y5</td><td>33%</td><td>57%</td><td>57%</td></tr><tr><td>Y6</td><td>22%</td><td>37%</td><td>50%</td></tr></table> There are 21 PP chn across school working below average. Of these, 6 do not have an identified SEND need and will be targeted next term.		Sum 24	Aut 24	Spr 26	Y1		0%	33%	Y2	17%	67%	67%	Y3	33%	20%	17%	Y4	25%	33%	33%	Y5	33%	57%	57%	Y6	22%	37%	50%	% PP chn working within the average range Writing <table><tr><td></td><td>Sum 24</td><td>Aut 24</td><td>Spr 26</td><td>Sum 26</td></tr><tr><td>Y1</td><td></td><td>0%</td><td>33%</td><td>33%</td></tr><tr><td>Y2</td><td>17%</td><td>67%</td><td>67%</td><td>67%</td></tr><tr><td>Y3</td><td>33%</td><td>20%</td><td>17%</td><td>17%</td></tr><tr><td>Y4</td><td>25%</td><td>33%</td><td>33%</td><td>33%</td></tr><tr><td>Y5</td><td>33%</td><td>57%</td><td>57%</td><td>71%</td></tr><tr><td>Y6</td><td>22%</td><td>37%</td><td>50%</td><td>72%</td></tr></table> There are 18 PP chn across school working below average. Of these one does not have an identified SEND need and will be targeted next term.		Sum 24	Aut 24	Spr 26	Sum 26	Y1		0%	33%	33%	Y2	17%	67%	67%	67%	Y3	33%	20%	17%	17%	Y4	25%	33%	33%	33%	Y5	33%	57%	57%	71%	Y6	22%	37%	50%	72%
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Whole school CPD Maths Lead to provide bespoke CPD and follow up support as necessary ECT mentor to carry out Modelled lessons and coaching sessions Maths Lead to monitor impact of approach Maths Lead to liaise with Leads from across the Trust to evaluate effectiveness. Renewal of White Rose License Develop and refine teaching for Mastery across school following the Great North Maths Hub Teaching for Mastery Workgroups. Maths Lead 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.	% PP chn working within the average range Maths <table><tr><td></td><td>Sum 25</td><td>Aut 25</td></tr><tr><td>Y1</td><td></td><td>33%</td></tr><tr><td>Y2</td><td>33%</td><td>67%</td></tr><tr><td>Y3</td><td>67%</td><td>60%</td></tr><tr><td>Y4</td><td>50%</td><td>44%</td></tr><tr><td>Y5</td><td>78%</td><td>86%</td></tr><tr><td>Y6</td><td>67%</td><td>75%</td></tr></table> There are 13 children across school working below average. Of these, 5 do not have an identified SEND and will be targeted next term. Maths TLR resigned at the end of Autumn Term. Currently, not being replaced within school. Staff are continuing to attend all mastery training applicable to their year group.		Sum 25	Aut 25	Y1		33%	Y2	33%	67%	Y3	67%	60%	Y4	50%	44%	Y5	78%	86%	Y6	67%	75%													
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TLRs and Mastery Specialist will provide CPD bespoke to school to further develop teaching for mastery.			
Retention of support staff x2 to supplement teachers enabling disadvantaged pupils to receive high quality intervention.	Support staff supporting the lowest attaining children within Maths through targeted intervention planned for by class teachers.	Maths group has continued during Spring term with the lowest attaining children accessing Maths teaching and learning at a lower level than the class. This continues to be adapted each assessment cycle.	Maths group has continued during Summer term with the lowest attaining children accessing a bespoke Maths curriculum planned by teacher.

Targeted academic support

Budgeted cost: £30,560

Actions identified	Progress against identified actions	Progress against identified actions	Progress against identified actions
	Autumn	Spring	Summer
Staff to be trained in Talk Boost and bespoke CPD for RWI delivered by Reading Lead EYFS and KS1 to support language acquisition overall and poor baseline in Language and communication. Bespoke follow up CPD as required.	One group of Nursery children accessing Talk Boost within Autumn into Spring term. Children progressing well. Another group of Reception children to start within Spring Term. Additional member of staff to be trained so that Talk Boost can be delivered to EAL and EHCP child.	Nursery cohort completed their Talk Boost intervention with excellent results. (This included 2 PP children) Due to success of this group children continue to have x3 weekly story boost time. Reception are currently progressing well with Talk Boost sessions (This includes 1 PP child) Talk Boost working successfully with EAL, SEND and EHCP child.	Nursery continued their own version of Talk Boost, 'Story Talk Boost.' One PP child reached age related due to the success of this. Reception completed their Talk Boost sessions successfully. (1 PP child who accessed this did not achieve Communication and Language ELG. Talk Boost ran successfully with EAL, SEND and EHCP child. This will be extended next academic year with further training on Talk Boost KS1.

Daily 1:1 reading sessions for the lowest 20% of readers in school. Whole school CPD on effective 1:1 reading. English subject lead to monitor and provide follow up bespoke CPD. All staff to receive up to date RWI training through English Hub funding and support. Children to be assessed and tracked half termly.	Reception to Year 6 there are 35 daily readers. 9 of these children are PP. Whole school training on reading for pleasure. Once children have exited phonics programme, they now access texts that they choose rather than from book band boxes. Continued to have visits from RWI hub with overall very positive feedback and some minor points for development. Coaching of staff from RWI teacher and Reading Lead is looked upon favourably by staff. Reading Lead weekly supports within phonics lessons to ensure consistency and offer advice and support. All children assessed half termly with groupings adapted where necessary.	Reception to Year 6 there are 34 daily readers. 8 of these children are PP. Reading for Pleasure has been a huge success. Children are excited to choose their next book with increased dialogue, competition and discussion about new books to try amongst peers. The introduction of reading nooks around school has seen children choosing to read during play times and lunchtimes. We are now at the end of our support from the Reading Hub as all action points and support has been developed and sustained throughout school. Reading Lead has continued to have weekly drop-in sessions with phonic staff to provide on the spot intervention where required. Children continue to be assessed half termly and groupings adapted accordingly.	Reception to Year 6 there are 34 daily readers. 12 of these children are PP. There continues to be a whole school focus on 'Reading for Pleasure'. Book bands have now been eliminated, and we have created bookshelves specific to the interests of each cohort, with the aim to engage reluctant readers. RL continues to receive CPD with EWH- 'Transforming School Reading Culture.' Across school, children within the lowest 20% of their cohort, are being read with daily. The rest of the cohort being read with on a three weekly cycle. Within Reception and KS1, the 1:1 fast track tutoring programme accounts for daily reading as this is paired directly to their needs and half termly phonics assessment. As well as this, Reading Plus is a programme that supports Y6's lowest 20%. Children continue to be assessed half termly and groupings adapted accordingly.
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Deliver after school booster sessions to Y6.	Booster sessions to be started Spring Term.	Boosters have continued all of Spring term with all children invited. All PP children have attended apart from 1 EHCP child and 1 child who attended Link School.	Booster sessions ran all the way up to SATs. All PP children attended apart from one EHCP child and 1 child who attended LINK School and then omitted from data.																																																																																				

Wider strategies

Budgeted cost: £

Actions identified	Progress against identified actions	Progress against identified actions	Progress against identified actions
	Autumn	Spring	Summer
Bespoke 1:1 nurture session for identified pupils requiring additional emotional / well-being support. Weekly supervision meetings with Nurture lead and Well-being Lead/DHT to disseminate key information and provide extra support where required. DHT to attend well-being cluster meetings CPD for all staff SENDCo continue NPQ SENDCo training. Education Psychologist to provide assessments for identified pupils to ensure correct services/strategies are implemented.	Nurture has positively impacted a number of children this term with 9 PP children accessing some form of nurture intervention. Supervision meetings weekly. SENDCo has continued to work towards NPQ SENDCo qualification. Educational Psychologist has continued to support school this term predominantly with dyslexia testing.	Nurture has continued to have been high priority in terms of staffing with 10 PP children accessing some form of nurture intervention. Supervision meetings have continued weekly. DHT has attended well-being cluster meeting. SENDCo has continued to attend all NPQ SENDCo seminars with planned session for alternative school setting within Summer term. Educational Psychologist has continued to support school this term and has supported 2 PP children. (1 to move forward with alternative school placement and 1 with cognitive assessment)	Nurture has continued to have a high profile within school especially for those children working with external services such as social services. 10 PP children during summer term accessed some form of nurture sessions. Attended well-being cluster sessions. SENDCo has continued to attend all NPQ SENDCo seminars. Due for completion in Autumn 2026. Educational Psychologist has continued to support within school primarily supporting children potentially with a dyslexia diagnosis.

DHT to support families through EH plans	No EH plans this term.	No EH plans 1 PP child supported through core group meetings.	One EH plan submitted for PP child which was declined. 4 PP chn (3 families) supported through core group meetings.
Attendance monitoring – parent meetings to offer support, referral process in line with school policy.	Attendance for Autumn Term 38 children were monitored within Autumn term. 12 of these children are PP (32%) Attendance overall 94.4% Disadvantage attendance – 89.5% compared to non-disadvantaged 96.5%. Within Spring term 7 chn have been identified to have bespoke attendance support from HT. 4 of these children are PP.	Attendance for Spring Term 63 children were monitored within Spring Term. 15 of these children are PP (24%) Attendance overall – 96.1% Disadvantaged attendance – 90.65% compared to non-disadvantaged 96.12% Within Spring term 7 children have received bespoke support from HT. 4 of these children are PP and all have been successful in improving their attendance quite significantly %	Attendance for Summer Term 70 children were monitored within Summer Term. 19 of these children are PP (27%) Attendance overall – 95.1% Disadvantaged attendance – 91.5% compared to non-disadvantaged – 96% Within Summer term 7 children continued to receive bespoke support from HT, 4 of these children are PP and all have continued to improve attendance.
Subsidised visits and extra-curricular clubs	£212.10 Intervention £20 Music Tuition £107.10 Educational Visits £105.00 After School Club Total spend - £444.20	£1544.80 Intervention £20.00 Music Tuition £1432.00 Residential Visits £32.80 Educational Visits £100.00 After school clubs Total Spend - £3,129.60	£20.00 Music Tuition £350.00 Residential Visits £136.95 Educational Visits £75.00 After School Clubs Total Spends - £581.95

Total budgeted cost: £ 30,560

P Kirby

Summer 2026