Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium 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	Northern Saints Church of England Academy
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils	58.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2026 To be reviewed annually
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Jo Warner – Chair of Academy Councilors
Pupil premium lead	Rachel Heaney
Governor / Trustee lead	Jo Warner – Chair of Academy Councilors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£356,202.92
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	£356,202.92

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The pupil premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. The percentage of our pupils eligible for pupil premium (58.5%) is significantly higher than the national average (24.7%) for primary schools. The pupil premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. It is our intent at Northern Saints CE Academy to address the gap between disadvantaged pupils and their non- disadvantaged peers.

All members of staff and the Academy Council at Northern Saints CE Academy accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We are aspirational for all our pupils and encourage each child to develop a love for learning and acquire the skills and abilities needed to fulfil their potential and as an adult finding employment.

Overcoming identified barriers to learning is central to our pupil premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We provide quality first teaching, targeted academic support for pupils who are not making expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour, wellbeing and cultural capital.

Through our reporting, we demonstrate how and why, this funding has been spent, using research to guide our decisions. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium, by the school and academy council throughout the year and this allows us to be critical and confident that pupils are being given opportunities to excel.

At Northern Saints CE Academy, we recognise the vital role that parents and carers play in the lives of their children. Working with parents of disadvantaged children is essential to our pupil progress, and so we ensure that they understand that they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference. We actively encourage the take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	A significant proportion of pupil premium pupils have a reading level below their chronological age.
2	Poor recall and fluency of basic skills in early mathematics, this impacts on other aspects of the curriculum.
3	Attainment for pupil premium children across the school is varied, with some pupils showing gaps in their learning. Contributing factors include limited language understanding, poor working memory and retention, as well as reduced access to wider experiences. Many pupil premium pupils require targeted support to close these gaps and secure good progress.
4	Attendance rates continue to be below national for disadvantaged pupils. Persistent absence rates are high and above national average. There is a significant gap between PP and non-PP for persistent absence rates.
5	Interrupted emotional development of a significant number of children is resulting in underachievement for some PP pupils. Many disadvantaged children are affected by wider family circumstances, relationship difficulties and the ongoing impact of Covid-19, all of which can hinder their emotional and social development. While some families are engaged with social services or other external agencies, others decline support that falls short of statutory intervention. In addition, many children are unable to access timely specialist help due to long waiting lists for mental health and early-help services, further limiting the support available to address their needs.
6	Financial hardship among pupils eligible for pupil premium often restricts their access to enriching learning opportunities outside the classroom, limiting wider experiences that support academic and personal development.
7	A significant number of pupil premium children in EYFS show notable delays in overall development, including physical, emotional, behavioural regulation, and communication and language skills. These early delays can continue to affect their learning and progress throughout later years in school.

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.

CHALLENGE

Intended outcome	Success criteria
1. Pupil premium pupils make accelerated progress in reading so that the proportion reading at or above their chronological age increases, enabling them to access the full curriculum more confidently.	• The percentage of pupil premium pupils reading at or above their chronological age increases term-on-term. • Identified PP pupils make at least expected progress, with many making accelerated progress as shown through phonics assessments, reading-age tests and teacher assessment. • Gaps between PP and non-PP pupils' reading attainment narrow across year groups. • Targeted interventions show measurable impact, with pupils meeting individual reading targets within set timeframes.
2. Pupils eligible for Pupil Premium will develop secure recall and fluency in early mathematical skills (number facts, counting, place value and basic operations). Improved fluency will enable pupils to access new learning with greater confidence and independence, positively impacting progress across the wider curriculum.	• Pupils demonstrate rapid and accurate recall of key number facts appropriate to their year group (e.g., number bonds, doubles/halves, counting patterns). • In-class attainment and progress data show that Pupil Premium pupils are meeting age-related expectations or making accelerated progress from their starting points. • Classroom observations and book looks show pupils applying basic skills independently during maths tasks and across other subjects (e.g., science, DT, computing). • Intervention records show high attendance and strong impact, with pupils moving through number sense fluency stages as expected. • Pupil voice demonstrates increased confidence and resilience when tackling mathematical problems. • Increased % of PP pupils achieving their times tables, who pass multiplication check in year

	4. • % achieving expected or higher for all pupils with a diminished gap for disadvantaged pupils.
3. Pupils who have additional needs, who have gaps in learning or are at risk of falling behind are supported through effective interventions to help them keep up / catch up.	• Identified pupils make good or accelerated progress from their starting points, demonstrated through assessment data and regular progress checks. • Targeted interventions show measurable impact, with pupils meeting or exceeding their personalised intervention targets. • Pupils who were previously at risk of falling behind are working at age-related expectations or are closing the gap. • Teachers report improved readiness to learn, retention of key knowledge, and stronger participation in lessons.
4. Attendance for disadvantaged pupils will improve so that it is closer to, or in line with, national averages. Persistent absence rates for Pupil Premium pupils will decrease significantly, reducing the gap between PP and non-PP pupils. Improved attendance will enable pupils to engage more fully with learning and make better progress.	• Overall attendance for Pupil Premium pupils improves towards national averages. • The percentage of Pupil Premium pupils who are persistently absent reduces year-on-year, moving closer to national figures. • The gap between PP and non-PP persistent absence rates narrows significantly. • Early intervention systems (first-day calls, meetings, targeted support) show improved engagement from families and successful outcomes. • Attendance monitoring shows that identified pupils move from PA status to improved attendance. • Pupil and family voice indicates improved attitudes toward attendance, routines, and

	readiness for school. • Targeted support in place for children and families who have poor attendance or are at risk from poor attendance.
5. Disadvantaged pupils will experience improved emotional, social and mental wellbeing, enabling them to engage more successfully in learning. Through targeted pastoral support, strengthened relationships with families, and timely in-school interventions, pupils will develop greater resilience, self-regulation and readiness to learn, reducing the impact of interrupted emotional development and unmet needs..	• Identified Pupil Premium pupils show improved emotional regulation, behaviour and engagement, evidenced through tracking systems, observations and behaviour logs on cpoms • Pastoral and wellbeing interventions (Place 2 Be counselling,healthy heads nurture group,) demonstrate measurable impact • Pupil and parent voice indicates increased feelings of safety, belonging and support, and improved relationships with school. • Attendance and punctuality for targeted pupils improve, reflecting better wellbeing and engagement with school. • Families who previously declined support show increased engagement with in-school pastoral provision and external agencies where appropriate. • Reduction in number of repeat fixed term suspensions.

6. Disadvantaged pupils will have increased access to enriching and culturally broad experiences that support their academic progress, personal development and wellbeing. Financial barriers will be reduced so that Pupil Premium pupils can fully participate in curriculum enhancements, trips, clubs and wider opportunities, enabling them to develop confidence, aspiration and cultural capital in line with their peers.	• Pupil Premium pupils access enrichment opportunities (trips, visits, clubs, music, sporting activities) at rates comparable to non-PP peers. • Pupil Premium participation in wider curriculum opportunities increases throughout the year. • Monitoring shows that funded or subsidised activities are well-targeted, with clear evidence of impact on confidence, relationships and motivation. • Uptake of breakfast club and holiday provision improves, ensuring equitable access to learning beyond the classroom. • Improved engagement and personal development contribute to better attitudes to learning, attendance and overall

	wellbeing.
7. Pupil Premium children in EYFS will make accelerated progress in physical development, emotional and behavioural regulation, and communication and language skills. Early gaps will be reduced through high-quality early intervention, enabling children to access the curriculum more confidently and achieve secure foundations for future learning.	• Baseline and ongoing assessments show accelerated progress from starting points for PP children in Prime Areas (CL, PSED, PD). • The percentage of Pupil Premium pupils achieving age-related expectations at the end of EYFS increases year-on-year. • Observations and learning journals demonstrate improved attention, listening, turn-taking, and self-regulation skills. • PP children show increased confidence in expressing themselves, using a broader vocabulary and improved sentence structure. • Targeted interventions (e.g., speech and language support, nurture provision, fine/gross motor handwriting programmes) demonstrate measurable impact against individual targets. • Behaviour logs and observations show a reduction in dysregulation, with pupils using taught strategies more independently. • Physical development improves, evidenced through enhanced fine and gross motor skills, leading to better readiness for writing and active learning.

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: £35,000

Activity	Evidence that supports this approach	Budget
To purchase new phonics scheme Little Wandle and replenish decodable books accordingly	From *The Reading Framework* (2023): "A vital element … is the early and successful teaching of phonics, complemented throughout the school years by teaching that promotes fluency and … pupils need access to decodable books closely matched to their developing phonics knowledge – they need daily practice with these." In the EEF's *Teaching & Learning Toolkit* Phonics approaches (especially systematic synthetic phonics) have an average impact of +5 months' progress for pupils, compared to similar pupils without it.	£9,000
Little Wandle CPD for HT, staff and phonics lead	Whole school approach; Teachers, HLTA and TAs	
To purchase Power Maths scheme and complete full staff training	Power Maths is based on research in math education and aims for a whole-class mastery approach to ensure all students can succeed. Its design is informed by global research, the successful White Rose Maths schemes, and a three-year efficacy study with UCL that found it improves consistency in teaching, increases teacher confidence, and engages pupils. Key research principles include developing deep understanding through small, cumulative steps, promoting a growth mindset, and encouraging problem-solving and discussion over rote memorization. Research on textbooks and curriculum resources more broadly from the Nuffield Foundation indicates that high-quality textbooks, when aligned with teaching for mastery, support improved outcomes—especially when resources are used with fidelity.	£6,000

Enrichment of curriculum through highly subsidised school visits and visitors in school: Outward Bound Trust Participation open to all children to attend residential experience in year 6.	• **Sutton Trust: *Extra-curricular Inequality (Enrichment Brief)*** (Sept 2014) : disadvantaged children have **less access** to enrichment activities, they are at a disadvantage outside the classroom as well as inside: this is one of the "significant impediments to social mobility" • A recent report by Centre for Young Lives (commissioned by NCS Trust / Duke of Edinburgh's Award) found a **positive correlation** between participation in enrichment activities (sports, arts clubs, volunteering, out-of-classroom experiences) and improved school attendance. They highlight that disadvantaged children often have lower access to enrichment and thus are more likely to be absent; enrichment may mitigate this. • The EEF's Guide to the Pupil Premium (disadvantaged pupil funding) states that within the "Wider Strategies" tier, extra-curricular activities including arts, sports, extra-curricular clubs may be included to help remove non-academic barriers. EEF • Within the EEF Teaching & Learning Toolkit, there is a strand on "Extending School Time" which notes that extra time combined with enrichment (cultural/arts/sports) may increase outcomes for disadvantaged pupils.	£20,000
To purchase two school minibuses to significantly increase the number and range of trips, community visits and enrichment opportunities available to all pupils—removing transport and cost barriers that disproportionately affect disadvantaged children.	• The Education Endowment Foundation (EEF) highlights in its "Extending school time" strand that enrichment or non-formal learning time (which can include visits) has positive impact when well-designed, and that disadvantaged pupils may benefit more. /https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/05/Position_paper-extended_school_day_web-version.pdf • The concept of cultural capital is important: children who have experiences of trips, visits, exposure to broader places & ideas are gaining knowledge, vocabulary and dispositions that support academic success. The "Building Cultural Capital in Disadvantaged Pupils" document explains this www.governmentevents.co.uk/wp-content/uploads/2021/02/Steve-moffitt.pdf • A UK report on "Youth Enrichment" (by DCMS) emphasises enrichment (visits, clubs, community engagement) can help personal and social development, which is especially relevant for low-advantaged pupils.	

Enrichment of the EYFS curriculum through high quality resources and provision	• Sutton Trust research finds pupils from disadvantaged households benefit from significantly more spending on extra curriculum activities. • The "EYFS Review – Report on the Evidence" found that investment in "high quality early years education" had stronger returns than many later interventions. • "Insights Into a High-Quality Early Years Curriculum" emphasises that curriculum design, staff interactions and learning environment (resources/materials) matter for children's progress. • The EEF guidance on early years (re: Early Years Pupil Premium) signals that high-quality education and care settings should use resources, professional development and strong practice to support disadvantaged children.	
SEND teacher in reception	The "Supporting SEND" report shows that in schools where staff understood pupils' needs, and had strong subject/curriculum knowledge, pupils with SEND had better inclusion and better learning. GOV.UK The DfE's "Supporting SEND" research indicates that: "Time out of class for intervention … meant that many pupils were not able to participate in some learning opportunities and … staff knowledge and curriculum knowledge is an important element of ensuring the TA role works effectively for children and young people with SEND" GOV.UK This implies that having better-qualified staff (rather than generic support staff) is important to meet SEND needs effectively. Currently 2 pupils with an EHCP, 4 reception pupils, 3 year one pupils and 1 year two pupil access the sensory room and rainbow classroom.	

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

Budgeted cost: £230,030

Activity	Evidence that supports this approach	Budget
• To purchase Little Wandle guided reading books	• The EEF and other guidance emphasises importance of reading comprehension strategies: For PP pupils, who may start behind in decoding or vocabulary, a combination of phonics + guided reading comprehension appears warranted. "Phonics improves the accuracy of the child's reading but not necessarily their comprehension." EEF This means guided reading that focuses on comprehension is still needed alongside phonics.	£4,000
• Little Wandle Rapid Catch Up (x2 boxes)	EEF research shows: Low literacy skills … are the biggest challenges to disadvantaged pupils' attainment. Since the EEF finds phonics has a +5 months' progress effect on average and emphasises its relevance for disadvantaged pupils, this strengthens the case for using a robust phonics programme (and catch-up interventions) for PP pupils. The EEF advises a dual approach: high-quality whole-class phonics teaching **plus** targeted intervention for pupils who are behind — which aligns with your strategy of catch-up for PP pupils.	£750
• Small group/ 1:1 support. 8 TAs • Emphasis on immediate / same day/ responsive intervention.	• From the EEF "Independent review of tutoring in schools: Phase 1 findings" (GOV.UK) – it says: "targeted, frequent and consistent small-group tuition sessions can help struggling pupils to make around 4 months' additional progress over the course of an academic year." • The EEF "Improving Literacy in KS1" guidance report states: "There is extensive and consistent evidence of the impact of intensive small group and one-to-one support." Research from the Education Endowment Foundation shows Teaching Assistant-led interventions when used for structured, small group or 1:1 support show an average of +4 months' progress when well-deployed (training, linked to curriculum, supplementing teacher time).	£224,530

Early identification of speech, language and communication needs in EYFS and KS1	• WELLCOMM is used across EYFS and KS1 to provide early identification of speech, language and communication needs, which are more prevalent among disadvantaged pupils. The toolkit offers a quick, structured assessment and a clear traffic-light system to highlight children requiring targeted support. This ensures that Pupil Premium pupils with delays in language, vocabulary, attention or communication receive immediate, evidence-based interventions. Regular re-screening allows staff to track progress and adapt provision, helping to close early language gaps and strengthen the foundations needed for future learning. • The Education Endowment Foundation (EEF) identify that communication and language interventions in early years show that: "… the small number of studies that have taken place in settings with a higher proportion of children experiencing socio-economic disadvantage tended to have above average effects, suggesting that this is likely to be a beneficial approach for this group." EEF This supports the argument that targeting speech, language and communication for disadvantaged pupils is effective.	£750

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

Budgeted cost: £92,163

Activity	Evidence that supports this approach	Budget
• Monitor attendance weekly • Parents invited into school • Home visits • Attendance rewards • Welfare officer x2 days weekly	• Ofsted's blog and guidance point out that when schools have clear policies, strong processes and a whole-school culture of high attendance, attendance improves. • In the statutory guidance Working together to improve school attendance (Aug 2024) it states that "The most effective schools consistently promote the benefits of good attendance … have a clear school attendance policy … accurately complete registers and have effective day-to-day processes in place to follow-up absence." • The EEF blog "Taking a tailored approach to improving attendance" notes that parental communications, tracking attendance early, and tailored/targeted responses show promise, especially for disadvantaged pupils. • Monitoring and early follow-up (same day or next day) are often advocated in practice (e.g., the EEF article on early years attendance emphasises first-day contact). • The parliamentary commission on "Persistent absence and support for disadvantaged pupils" emphasises the role of mentoring/attendance mentors and specialist support for those with high absence.	£18,000

• To carry on embedding our Place2Be counselling service.	• In the report "Attachment-Aware & Trauma-Informed Schools" it is noted that children with unmet attachment needs "are five times more likely to undergo fixed-term exclusions from school." • Place2Be-linked research found that primary school children receiving one-to-one counselling showed improved mental health, and those improvements were maintained over two years. In their attendance research: counselling was associated with reductions in the risk of persistent absence (especially younger pupils, parents with no qualifications) after one-to-one counselling in school settings. place2be.org.uk • Research covering early childhood trauma and school context suggests that children who have experienced adverse childhood experiences (ACEs) often struggle in school settings (behaviourally, socially, academically) • Trauma Sensitive Schools UK website : "Recent neurobiological, epigenetics, and psychological studies have shown that traumatic experiences in childhood can diminish concentration, memory, and the organisational and language abilities children need to succeed in school." • CYPS waiting lists are now 24 months or longer. • CAMHs waiting lists are three months or more. • At Northern Saints , many children who have accessed Place2Be have then not required further input from outside agencies such as CAMHS/CYPS.	£32,000

Thrive training for a Senior Leader. School can make referrals and offer of Thrive interventions for PP pupils	• A review of the Thrive Approach described how it is "an effective method of addressing health inequalities, ensuring healthy child development and readiness for school". UK Parliament Committees+2lbbd.moderngov.co.uk+2 • Schools using Thrive report outcomes such as "reduced anxiety and behavioural incidents; calmer classrooms filled with engaged learners; improved relationships with parents and carers" https://www.thriveapproach.com/news/impact-children • The Thrive website notes its training and software aim to "support pupils' social and emotional development, ensuring they feel safe, supported and ready to learn." https://www.thriveapproach.com/ • Thrive's own 2017 "Evaluation and Impact Report" summarises case study evidence of improvements in emotional wellbeing, engagement, inclusion.	

• Maintain Full time Family Worker to deliver 1:1 support for pupils and parents. • Provision to include delivery of nurture groups	The children's commissioner policy paper "Supporting Disadvantaged Children" highlights how poverty and family/environmental issues impact children's learning and that interventions must engage the home environment. The NFER rapid review of parental engagement found that effective home-school links, family-based interventions and parent training are meaningful in narrowing attainment gaps for disadvantaged pupils. A document from Nurture UK – "The EEF Toolkit and Nurture Groups" – highlights that nurture-group practice is aligned with evidence for Social and Emotional Learning and behaviour interventions. It states: "Social and emotional learning: Moderate impact for very low cost … improvements seem more likely when approaches are embedded into routine educational practices … SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils." The EEF also emphasises that wider strategies beyond academic interventions are important for disadvantaged pupils because "Significant non-academic challenges—such as attendance, behaviour, and social and emotional learning—can have a negative impact on academic outcomes."	£42,163

Total budgeted cost: £357,193

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 2025 to 2026 academic year.

EYFS

GLD reading - 68% Pupil premium

GLD reading – 79% Non-Pupil premium children

Last academic year (2024/2025), 52% of Pupil premium children achieved GLD. 19% increase in number of Pupil premium children getting GLD in reading.

Overall EYFS is broadly in line with national, with 71% achieving a Good Level of Development compared with approximately 72% nationally. This provides a relatively secure starting point on which to build.

Year 1 Phonics Test data:

Year 1 Pass	43/55 = 78% ****
Year 1 Pupil Premium (passing in total)	22/30 = 73%
Year 2 resit pass	11/19= 57%
Year 2 Pupil premium (in total year group passing)	21/ 29(Total PP in y2) = 72 %

Overall, the 2025–26 Key Stage 2 outcomes are very positive, with pupils performing above national figures in most areas and showing notable improvement from 2024–25.

The strongest outcomes are evident in mathematics, where 85% of pupil premium pupils achieved the expected standard and 41% of pupil premium pupils achieved the higher standard. The average scaled score of 107.9.

Reading at the expected standard has improved significantly, rising to 88% for pupil premium pupils.

Writing is also strong, with 80% of pupil premium pupils reaching the expected standard while 17% of pupil premium pupils are working at greater depth.

The combined Reading, Writing and Maths measure is another significant strength: 73% of pupil premium pupils achieved the expected standard.

GPS and science outcomes are also strong, with 85% and 90% of pupil premium pupils respectively achieving the expected standard and 39% of pupil premium pupils working at Greater Depth in their SPAG.

Maths

Recent Ofsted report noted that Maths was a strength of the school. Pupils were well supported with foundational knowledge with early number. These outcomes reflect leaders' work to improve fluency in mathematics and to remove barriers to learning for disadvantaged pupils. Pupils become proficient in calculations through being given time to practice. This develops mathematical fluency. Typically, pupils are provided with opportunities to apply their knowledge to reasoning and problem-solving. In mathematics, pupils' outcomes are significantly higher than the national average. Pupils historically achieve well in the Year 4 multiplication tables check. In the last 2 years, disadvantaged pupils have achieved in line with their peers in national tests. These outcomes reflect leaders' work to improve fluency in mathematics and to remove barriers to learning for disadvantaged pupils.

EYFS
76% pupils achieved Number
71% Pupil Premium children achieved Number

KS1
75% Pupils in KS1 – on track to be age related
70% Pupil Premium children KS1 – on track to be age related
15% Pupil Premium children KS1 – on track to be greater depth

MTC

41% Pupils in Year 4 achieved 25/25
31% Pupil Premium children in Year 4 achieved 25/25

66/86 scored 20+
41/66 are Pupil premium – 62%
15/66 are non-pupil premium – 22%

Attendance

Ofsted report stated - Leaders have implemented robust systems to monitor and improve attendance. They do all they can to identify barriers to pupils coming to school, providing timely support to address poor attendance. As a result, there is an improving trend for all groups of pupils, with a marked reduction in the number of pupils who are frequently absent. Leaders collaborate with external professionals to ensure that pupils with additional needs receive appropriate help to attend well. This has led to improved attendance for pupils with special educational needs and/or disabilities. Leaders are committed to continuing to drive up attendance for all pupils.

End of year attendance was 94%
96% non-pupil premium
92.3% for pupil premium

It is worth noting that there 167 non pupil premium pupils in school and there are 247 pupil premium pupils.

Persistent absence is currently 19.5 (86/441 children)

Pupil Premium is 16.7%
Non pupil premium is 2.5%

40/86 are because of G codes which are unauthorised holidays
32/40 G codes are pupil premium children
8/40 non pupil premium

SEND

Ofsted report noted - Within the school's specially resourced provision for pupils with SEND, a calm and nurturing environment enables pupils with communication and language needs to make steady progress.
Staff deliver highly effective, personalised support. A recently introduced support room effectively meets the needs of the youngest pupils with SEND, enabling them to develop similar knowledge and skills to their peers in a supportive setting.
Leaders rigorously monitor pupils' progress and the impact of support for pupils with SEND and those who are disadvantaged. They use this information to make well-informed decisions about the allocation of resources and staff.

Place2Be

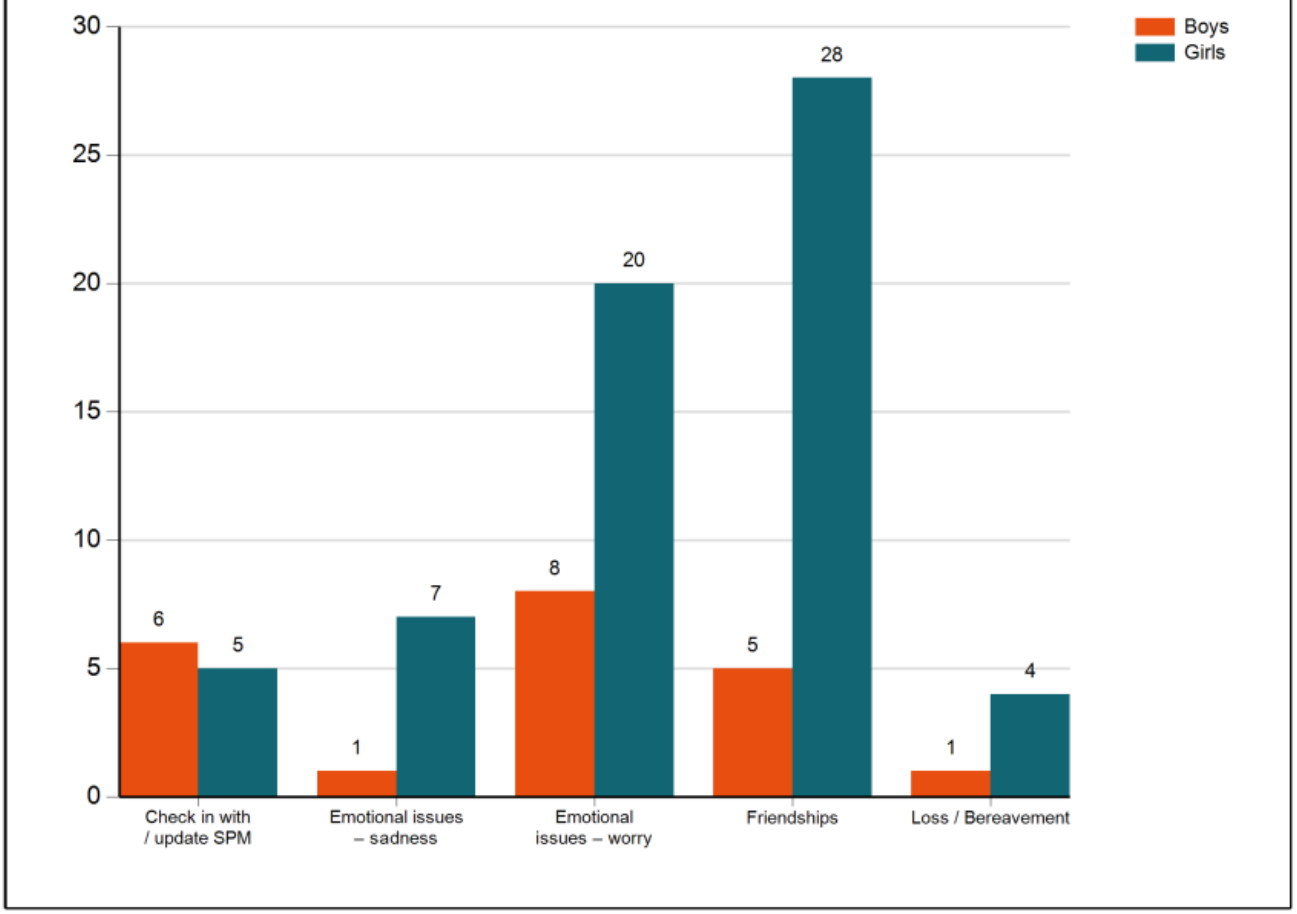
32/34 pupil premium had 1-1 sessions

Term highlights
As with previous terms, Place2Be is well utilised in school. We have a continuous steady flow of referrals and the one-to-one service flows to ensure that the CoPs and my time are used effectively. There are currently 3 CoPs in school, seeing between 2 and 4 children each and I am seeing 3 children for one-to-one sessions. This appears to be working well to allow for more complex cases to be supported with myself as a more experienced counsellor. The creation and delivery of group work around the presenting issue of Emotionally Based School Avoidance (EBSA) was well received, though feedback has been taken to ensure that future groups delivered are more interactive, incorporating more activities where the children are actively up and doing something, as this appeared to be more engaging for the children than the written activities. This will be adapted for the next group of children who are referred for group work. Place2Talk continues to be utilised well by the children, with year 3 being the most common year group to self-refer. I feel that the service is continuing to run successfully overall.

Key data	
Place2Talk	
No. of children / young people seen:	60
No. of sessions held:	84
Assessments	
No. of children / young people in assessment:	6
No. of assessments completed:	10
No. of children / young people referred to external services after referral / assessment or end of counselling	0
One-to-one counselling	
No. of children / young people seen:	18
No. of sessions held:	94
Key themes emerging:	Emotional regulation, traumatic experiences, relationship dynamics, attachment.

Place2Talk - Building resilience			
Gender		**Attendance**	
Boys:	17	No. of group sessions held:	5
Girls:	43	No. of individual sessions held:	79

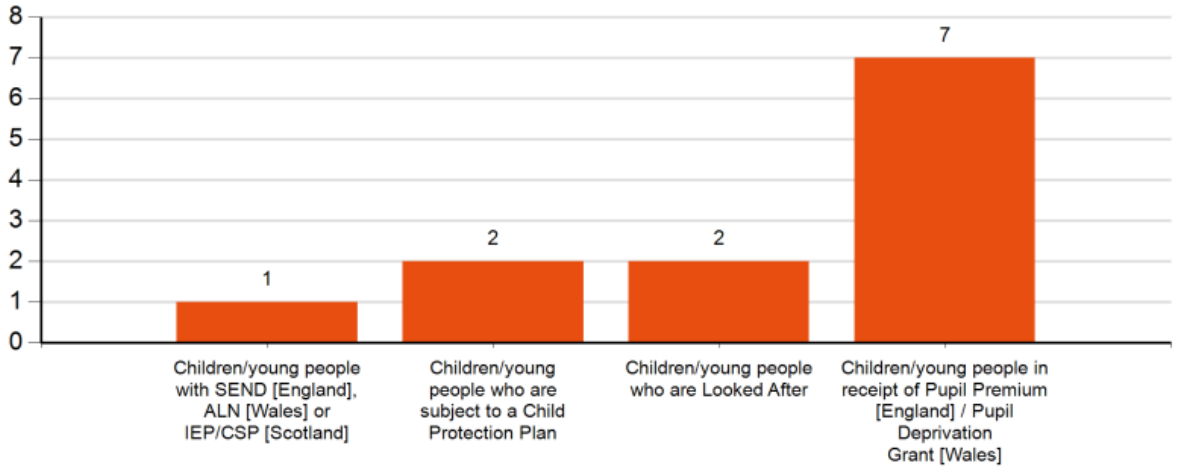
Top 5 issues discussed



Assessment - Socio demographics	

Gender	
Boys:	5
Girls:	5

Socio demographics at the time of assessment



One-to-one counselling service			
Clinical severity at assessment (teacher SDQ)		**Gender**	
No identified difficulties:	7	Boys:	10
Moderate difficulties:	5	Girls:	8
Severe difficulties:	6		

Case study
A child was referred to Place2Be following difficulties around being withdrawn after a parent was incarcerated. Whilst they still attending one-to-one sessions, we have seen great improvements in terms of them exploring their feelings through play. It was reported that they would not talk about their feelings. However through play therapy, they have begun to do so. They were very engaged in using puppets to play out family dynamics and express their feelings towards the situation. The puppet which represented the child was able to openly and honestly tell the other puppets how they felt and what they would like to say to the other puppets (other members of the family). This example shows the effectiveness of play therapy as a therapeutic tool - as whilst this child has seemingly been unable to express their feeling verbally elsewhere, they were able to engage effectively in 'acting them out' to express themselves.

Trips

Ofsted comment - Pupils' experiences are broadened by a deliberately planned curriculum and enriched by a curated programme of educational visits and visitors into school. The theme of the Northern Saints is woven throughout the curriculum and pupils enjoy visiting their birthplaces, including trips to Bamburgh and Lindisfarne. An extensive offer of after-school clubs has been adapted over time because of pupils' preferences. These include darts, science and drama.

Curriculum trip and Visitor Overview 2025-2026

Year Group	Autumn	Spring	Summer
Reception	Pantomime in school Puppet Show	Supermarket and shopping visit People Who Help Us- police, fire fighter, NHS, Guide Dogs, Dentist	Living Eggs – hatching programme - ducklings Hall Hill Farm-£550
Reception additional			
Year1	Cinema - £590 - joint Y2	Visit – Bubbleologist Northumberland Zoo - £550	Great Fire of London – school visit Alnwick Gardens and Lilidorei £800
Year 1 Additional	Christmas Church visit – signs of Christmas		Tony Wortman – Jew
Year 2	Cinema - £590 - joint Y1 Puppet Show – grand scale	Durham Cathedral- St Cuthbert - £350	Centre for Life – Science Museum - £550
Year 2 Additional	Author visitKate Pankhurst (NCBF) - Joint with Year 1	Mr Moustapha (Islam Visitor) Infantasia - £180 Supermarket	Live Theatre – Writers workshop
Year 3	Road safety Cinema - £450	Spring 1 Hylton Castle (history)	Arbeia South Shields Roman Fort Spring 2 Bedes Walk & St Peters- St Bede (history & geography) £750

Year 3 additional			
Year 4	Cinema - £500		St Hilda's Church x 2 groups - £1390
Year 4 additional		Interfaith visitors Active Sunderland Visitors LKS2- KS2 Vocal Showcase	Safety Works Pantomime
Year 5	Cinema - £500 Pantomime	Bikeability	Lindisfarne St Aidan - £750
Year 5 additional	Tony – Reform Jewish Visitor	Tony – Reform Jewish Visitor Shakespeare Schools Festival – Use minibus	Pantomime Sunderland Sings
Year 6	Cinema - £295 Pantomime	Sunderland Mosque - £295 Restaurant	Bamburgh Castle - St Oswald - £750 Durham Cathedral Leavers Service - £395
Year 6 Additional		Zaf – Islamic visitor	Robinwood Residential - £1200 Sunderland Sings
Language Provision	Beamish - £175 Cinema -Joint Y3	Supermarket Shildon Railway £250 Hall Hill Farm	Roker Beach Safety Works

LP additional		Cricket coach sessions- minibus used	

Year 6 – Robinwood Residential school pays £12, 450 (£249 per child)
School subsidies so parents pay £100 per child.

Externally provided programmes

Programme	Provider
Reading Plus	Reading Solutions
Accelerated Reader	Renaissance Learning
Number Sense	Number Sense Maths
Maths no Problem	Fig Leaf Group

- **Pupils who have additional needs, who have gaps in learning or are at risk of falling be- hind are supported through effective interventions to help them keep up/ catch up.**

SEN children making strong progress with Colourful Semantics.

5 children in EY access an adapted sensory curriculum in the Rainbow Room.

14 final EHCPs in place.

4 EHCP applications currently under appeal due to refusal to assess.

2 EHCP applications currently undergoing assessment.

1 x EHCP child awaiting a full-time placement at a specialist provision, currently only offered a part-time placement, starting October 2025.

1 x EHCP child changing school to specialist provision full time in September 2025, while 1 will be accessing a specialist provision part-time.

4 x EHCP children moving to secondary school of which 2 will be specialist provisions.

2 language provision children have returned to mainstream schools.

STILL BEING VALIDATED

Reading – 65% SEND children made the expected progress and 17% of SEND children made more than expected progress.

Writing – 81% SEND children made the expected progress 12% of SEND children made more than expected progress.

Maths - 70% SEND children made the expected progress 16% of SEND children made more than expected progress.

- **To further improve attendance, narrow the gap in attendance between disadvantaged pupils with pupils ALL.**

The attendance team has a rigorous approach to analysing the attendance of all dynamic groups. To better understand the percentage difference between PP and ALL other children, analysis of attendance codes between these two groups has informed us of the following data:

Overall Attendance of Pupil Premium for academic year 2024-2025 was 92.5%
Overall Attendance of Non –Pupil premium for academic year 2024-2025 was 95%

Analysis of G codes (holidays not authorised) in the academic year 24/25 showed that

for the academic year 2024/25, 132 children have taken a holiday during school term time and the equivalent of 1,786 collective school days have been lost.

Out of the 1,786 days lost, 1175 (66%) is made up of Pupil Premium children taking holidays and 610 (34%) non-pupil premium taking holidays.
This may explain why non-pupil premium children have better attendance than pupil premium children.

With all holidays (G codes) removed the attendance comparison between disadvantaged and all other pupils is:

Pupil Premium Children: 93.4%

Non–Pupil Premium. Children: 95.1%

Proving that the gap is narrowing between these groups.

Absence rates for pupil premium children are reducing overtime:
Academic year 2021-22 –9.7% absence rate for all PP children
Academic year 2022-23 –8.9% absence rate for all PP children
Academic year 2023/24 -8.0% absence rate for all PP children
Academic year 2024/25 -7.2% absence rate for all PP children

The attendance officer from Clennell Safeguarding Solutions has increased hours and now supports attendance for the equivalence of 2 days per week, spreading her hours accordingly. She has conducted home safe and well checks and has already targeted a number of families for parent contract meetings.

PA rate for pupil premium children is reducing over time:

Academic Year 2022-23 –76 (16.7%) pupil premium children were persistently absent

Academic Year 2023-24 –54 (11.9%) pupil premium children were persistently absent

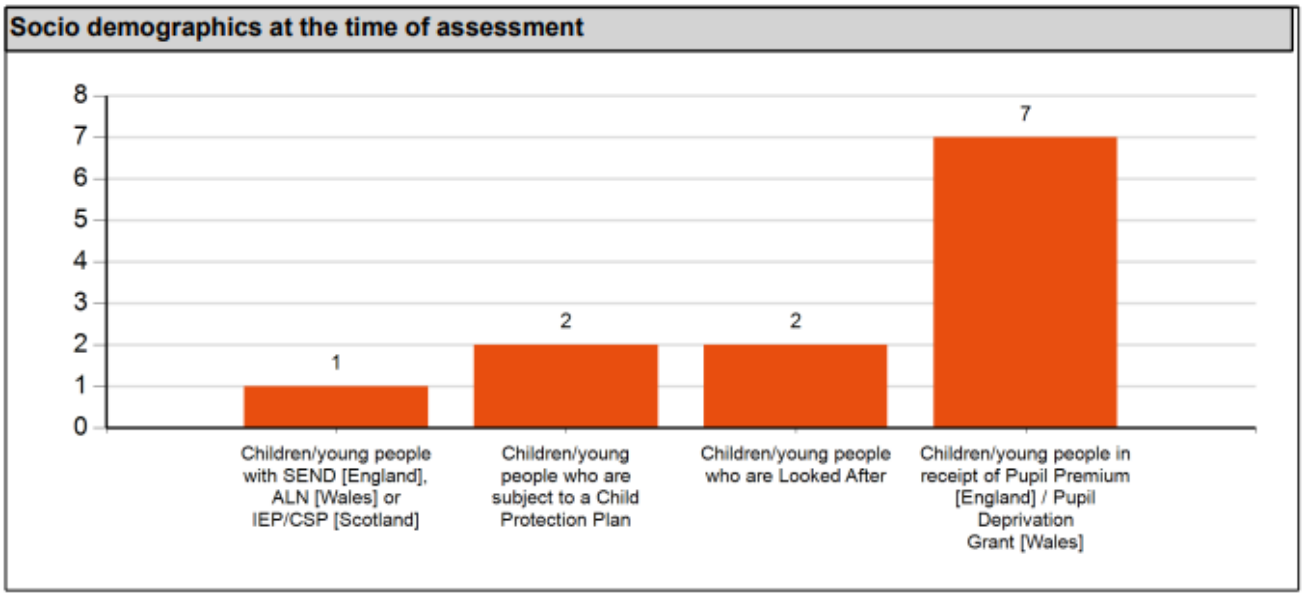
Academic Year 2024-25 –35 (7.7%) pupil premium children were persistently absent

- **To build emotional resilience and support most vulnerable pupils/ families in school to ensure children can fully access the curriculum.**

Place2be
As with previous years, Place2Be is well utilised in school. We have a continuous steady flow of referrals and one-to-one service flows to ensure that the Counsellors on Placement and project managers time are used effectively. There are currently 3 CoPs in school, seeing between 2 and 4 children each, with our project manager seeing 3 children for one-to-one sessions. This appears to be working well to allow for more complex cases to be supported by the most experienced staff

member. The creation and delivery of group work around the presenting issue of Emotionally Based School Avoidance (EBSA) for pupil premium children was well received.
Though feedback has been taken to ensure that future groups delivered are more interactive, incorporating more activities where the children are actively up and doing something, as this appeared to be more engaging for the children than the written activities.
This will be adapted for the next group of children who are referred to group work.
Place2Talk continues to be utilised well by the children, with year 3 being the most common year group to self-refer.
54/83 pupils (65%) of this year group are pupil premium children.

During every termly assessment period, out of 12 children being assessed, an average of 7 children are pupil premium.



Pupil voice from poverty proofing audit demonstrates the positive impact of Place 2 Be and Place 2 talk services. Pupils value the self-referral service, which allows them to gain immediate therapeutic support.

Place 2 Be Parenting Partnership offering therapeutic support to parents are now in place.

Kids Safe: pupil safety lessons are delivered to all pupils, each year group is allocated one half-term out of the school year for their sessions. This is delivered by the school family worker.

This programme is delivered every week for 1 hour with a focus on child safety in the local community, at home and in school. Sessions are tailored to meet the needs of the cohort and are adapted by the family worker to address any issues occurring in school. These sessions have helped to improve pupil behaviour and have helped pupils to become risk adverse.

- **To provide children with experiences outside of their normal range which will promote understanding of the wider world, build aspirations, promote confidence and self- esteem.**

In 2024/25 56 pupils attended a residential visit.
Of these children, 35 were eligible for pupil premium = 65%.

Other trips which took place in 2024/25 were:

- Reception – Hall Hill Farm – 43% pp children
- Year 1 – Cineworld and Winter Gardens – 57% pp children
- Year 2 – Cineworld and Durham Cathedral – 55% pp children
- Year 3 – Cineworld and St Peters and St Pauls – 59% pp children
- Year 4 – Omniplex Cinema and Whitby Abbey – 60% pp children
- Year 5 – Vue Cinema and Lindisfarne – 69% pp children
- Year 6 – Cineworld, Durham Cathedral and Bamburgh – 62% pp children

Externally provided programmes

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