

Pupil Premium Strategy Statement

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	Timothy Hackworth Primary School
Number of pupils in school	345
Proportion (%) of pupil premium eligible pupils	70.3% 230 PP pupils
Academic year/years that our current Pupil Premium Strategy Plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	April 2026 September 2026 December 2026 April 2027 September 2027 December 2027
Statement authorised by	Lynn Boulton – Head Teacher
Pupil Premium Lead	Lynn Boulton – Head Teacher
Governor Lead	Pauline Crook – Chair of Governors

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£290,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£290,880

Part A: Pupil Premium Strategy Plan

Statement of Intent

RRS – our school ethos. We are a RRS Gold Level School

Our School Intent, embracing RRS

We would like our school, which reflects British Values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best that they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

Our School Vision, embracing RRS

‘May our Rights Respecting School be a happy place for us all to learn; where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Shildon and the wider world in which we all live.’

We want our children:

- to be the best that they can be – to have high aspirations of themselves;
- to enjoy coming to school every day, so that they have their right to enjoy learning;
- to make a positive contribution to society;
- to know how to stay safe, to look after themselves and each other;
- to have a positive mindset, to be resilient, to believe in themselves.

In direct relation to our Pupil Premium Strategy Plan, and as part of our whole school Intent as detailed above, all of the children at Timothy Hackworth Primary School have the right to make good progress and achieve the best that they can, irrespective of their background or the challenges that they encounter.

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve the very best that they can, and to have the resilience, confidence and resourcefulness to believe in themselves, to achieve the very best that they possibly can.

We will take into account the challenges faced by our vulnerable pupils, some of which who have involvement with a social worker, those who experience difficulties and challenges in a range of contexts, for example, those pupils who are young carers, those who have SEND, and those who have recently moved into care.

Quality first teaching is always at the centre of our approach, helping pupils have their right to a good quality education, focusing on those areas which our disadvantaged pupils require the most support, for example, prioritising the closing of their learning gaps. This focus will also benefit our non-disadvantaged pupils also. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and also improved, alongside the improved progress of their disadvantaged peers.

Our approach will be responsive to the challenges that arise and the individual needs of our pupils, strongly rooted in robust and systematic data collection and analysis, and the collective knowledge that we have of our pupils, both disadvantaged and non-disadvantaged. All of our targeted approaches and strategies are adopted to ensure that our pupils have their right to the best possible quality of education, with the intention of achieving improved outcomes for all. To ensure that our targeted strategies and support offer are effective, we will ensure that our disadvantaged pupils:

- receive consistent quality first teaching which identifies and closes their learning gaps;
- receive targeted support to help to address their learning gaps;
- access intervention which is tailored to meet their learning needs;
- succeed and thrive within our positive and respectful school culture, where our staff take responsibility for disadvantaged pupils' outcomes seriously, and have high expectations of what our pupils can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Closing the Gap for Disadvantaged Pupils</p> <p>Assessments, data analysis and observations indicate that pupils require targeted support to address learning gaps in RWM to accelerate pupil progress so that they are in line with national expectations.</p> <p>At the EKS2, disadvantaged pupils perform less well in Reading (49%) and Writing (49%) and overall Combined Reading, Writing and Maths 35% in comparison with non-DP children.</p> <p>Targeted support is therefore required for identified disadvantaged pupils to help to accelerate progress across KS2 in RWM in order to raise standards in line with national expectations.</p>

2	<p>Early Years</p> <p>Our disadvantaged children in the Early Years are not achieving an overall Good Level of Development at the end of the Reception Year in line with national expectations. DP children perform less well with 45% GLD. Writing is a priority, with a specific focus on Physical Development to support this.</p>
3	<p>Early Reading – Phonics</p> <p>Assessments, data analysis and observations indicate that our disadvantaged pupils perform less well in the Year 1 Phonics Check than non-disadvantaged pupils with a gap of -22%.</p> <p>Y2 disadvantaged pupils who resit the Y1 Phonics Check in Y2, perform less well than non-disadvantaged pupils with a gap of -67%. This means that this cohort of pupils move into Y3 at further disadvantage with their phonic skills.</p> <p>Targeted support is therefore needed to maximise the progress of disadvantaged pupils in Phonics in Year 1 to avoid gaps widening in Y2 and Y3.</p>
4	<p>SEND</p> <p>Assessments, data analysis and SEND reviews indicate that the progress of SEND pupils make slower rates of progress than non-SEND pupils. Disadvantaged SEND pupils make slower rates of progress than non-disadvantaged SEND pupils.</p> <p>Targeted support is required to ensure that our identified SEND pupils make progress against their EHCP and Support Plan targets.</p>
5	<p>Curriculum Development</p> <p>Our school aspires for our curriculum to be meaningful, enjoyable, relevant and accessible to all pupils.</p> <p>Our disadvantaged pupils particularly struggle to remember and retain information. We therefore have a current focus on supporting children with a range of strategies to retrieve information from prior learning, and to help them to remember new information and to retain this.</p> <p>This is part of a long-term plan for teaching and learning where strategies are carefully considered to engage learners so that key learning is remembered and not forgotten.</p> <p>The Teaching and Learning Walkthrus resource is a key research focus for this long-term development.</p>
6	<p>Personal Development and Wellbeing</p> <p>Our school is committed to supporting our pupils' Personal Development and Wellbeing. We are therefore implementing a long-term plan to develop the provision of the OPAL Programme (Outdoor Play and Learning) across school to enrich children's experiences during playtimes and lunchtimes.</p>
7	<p>Attendance</p> <p>Pupil attendance is a priority at our school. The impact of our Attendance Officer is evident. For example, our current school attendance % is above national levels at 93.35% compared to 93.2% nationally (December 2025).</p> <p>Our Persistent Absence rate is significantly higher than national at 25.19 compared to 18.3 nationally. Many of our PA children are from our disadvantaged cohort.</p> <p>Targeted support needs to continue in order to improve the attendance rates of identified PA families.</p>
8	<p>Pupil Mental Health and Wellbeing</p> <p>Our assessments, observations and discussions with pupils, parents and carers indicate that our pupils' mental health and wellbeing continues to require</p>

	significant support. The social and emotional needs of our disadvantaged pupils have significantly increased. We will therefore continue to embed and to further develop the strong practice and provision that we have established to ensure that pupils' social and emotional wellbeing is appropriately supported.
9	<p>Enrichment Opportunities</p> <p>Our disadvantaged pupils require opportunities and experiences which enable them to build their cultural capital and to access the wider locality and engage in activities that they typically would not be involved with.</p>

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 number	Intended outcome	Success criteria
1	<p>Closing the Gap - RWM</p> <p>Improved outcomes in RWM demonstrated in EKS2 data and internal tracking systems which result in standards being closer to national averages.</p>	<p>Pupils are effectively identified by staff from data analysis and progress conversations so that emerging needs are met.</p> <p>Pupils will be identified at an early stage who need to make accelerated progress.</p> <p>Internal data will demonstrate that gaps diminish. This is evident when triangulated with other sources of evidence, including lesson visits, book scrutinies and ongoing assessment information.</p> <p>To achieve EKS2 Reading 65% (61% 2025) with DP pupils achieving at least 60%.</p> <p>To achieve EKS2 Writing 66% (63% 2025) with DP pupils achieving at least 60%.</p> <p>To achieve EKS2 Maths 75% (72% 2025) with DP pupils achieving at least 63%. Our current cohort of EKS2 DP pupils will demonstrate progress in their EoY outcomes.</p> <p>To achieve EKS2 Science 65% (54% 2025) with DP pupils achieving at least 60%.</p>

		To achieve EKS2 GPS 78% (76% 2025) with DP pupils achieving at least 74%.
2	<p><u>Early Years</u></p> <p>At the end of EYFS, the proportion of disadvantaged pupils achieving a Good Level of Development is closer to the national average.</p>	<p>To achieve EYFS GLD 63% (58% 2025) with DP pupils achieving at least 50%.</p> <p>Disadvantaged pupils show progress in the Physical Development and Writing areas of learning.</p> <p>Disadvantaged pupils access a greater range of opportunities to improve their Physical Development.</p>
3	<p><u>Early Reading - Phonics</u></p> <p>To reduce the performance gap between disadvantaged and non-disadvantaged pupils in Y1 and Y2 Phonics.</p>	<p><u>Year 1 Phonics</u></p> <p>Pupils will be identified at an early stage who need to make accelerated progress.</p> <p>Internal data will evidence the gap reducing.</p> <p>This is evident when triangulated with other sources of evidence, including lesson visits, book scrutinies and ongoing assessment information.</p> <p>To achieve Y1 Phonics 75% (68% 2025).</p> <p>Y1 Phonics Check Targets:</p> <p>Autumn 2025:</p> <p>Non-DP 45% DP 35%</p> <p>Spring 2026:</p> <p>Non-DP 60% DP 51%</p> <p>Summer 2026:</p> <p>Non-DP 75% DP 68%</p> <p>To achieve Y2 Phonics Resit 70% (30% 2025) with DP pupils at least 60%.</p>
4	<p><u>SEND</u></p> <p>The gap between outcomes for non-SEND pupils and SEND pupils reduces.</p>	<p>SEND pupils are identified at an early stage and relevant Short Notes and Support Plans are implemented.</p> <p>Support Plan targets are relevant, specific and measurable and are reviewed in a timely manner.</p> <p>Support Plan targets are reviewed and adapted as necessary, and pupils make progress against these targets as a result.</p>

		The performance gap between SEND and non-SEND pupils reduces over time.
5	<p><u>Curriculum Development</u></p> <p>Children retain and remember more.</p> <p>Children effectively use strategies to support their retention and retrieval of information.</p>	<p>Strategies shared in staff CPD Programme are evident in teaching and learning.</p> <p>Pupils draw upon a range of strategies to support their retrieval and retention.</p> <p>Pupils can link new learning to prior learning.</p>
6	<p><u>Personal Development and Wellbeing</u></p> <p>The OPAL training programme is implemented so that staff groups have a clear understanding of their roles and responsibilities.</p> <p>The OPAL Programme is successfully launched and implemented with staff, pupils and parents.</p> <p>During the course of the OPAL Programme implementation and developments, children enjoy a more enriched playtime and lunchtime offer, with increased opportunities for a more quality play experience.</p> <p>Pupil voice reflects that the OPAL Programme has a positive impact on children's personal development and wellbeing.</p> <p>Timothy Hackworth Primary School becomes an OPAL accredited school.</p>	<p>The OPAL Working Party continues to regularly meet to review and plan OPAL provision.</p> <p>Staff access the relevant OPAL CPD to ensure the programme's effective implementation.</p> <p>OPAL Provision continues to be developed in line with the OPAL Action Plan.</p>
7	<p><u>Attendance</u></p> <p>Whole school attendance data continues to remain broadly in line with national averages.</p> <p>The attendance of our disadvantaged pupils is more closely in line with national averages.</p>	<p>At-risk of PA pupils who are disadvantaged, continue to be identified rapidly.</p> <p>A range of strategies continues to be successfully implemented so that the attendance of identified disadvantaged pupils improves.</p> <p>Our internal tracking systems for pupil attendance continues to be refined</p>

	The % of disadvantaged PA pupils reduces over time.	through an increased use of mapping provision.
8	<p><u>Pupils' Emotional Health and Wellbeing</u></p> <p>To support pupils' emotional health and wellbeing, so that identified pupils are more able to focus upon their learning.</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly for our disadvantaged pupils.</p>	<p>Place2Be Counselling Service provides tailored support to identified pupils support the removal of emotional wellbeing barriers so that they are able to focus on their learning.</p> <p>Staff members access the Place2Think Service so that they feel better equipped to address pupils' emotional wellbeing, including that of their own.</p> <p>Identified parents access the Parent Support Sessions to support them with identified children's emotional health and wellbeing.</p> <p>Improved levels of wellbeing for our pupils following targeted support.</p> <p>Pupils are better able to focus on their learning as barriers to their learning have been reduced.</p> <p>Pupils readily access support from school to address their SEMH needs.</p>
9	<p><u>Early Personal, Social and Emotional Development</u></p> <p>Assessments, data analysis and discussions with pupils, parents and carers indicate that pupils in our current cohort require significant support with the development of their early social and emotional skills so that barriers to learning are reduced.</p>	<p>EYFS provision and practice demonstrates a range of targeted tasks and interventions to support children's PSED development.</p> <p>EYFS provision and practice demonstrates a range of targeted tasks and interventions to support children's Physical Development.</p> <p>Reception Timetable is continually amended to reflect the children's needs in the cohort.</p> <p>Learning from the recently attended two year DCC CPD programme, (one year of this programme is complete), is reflected in practice and provision.</p>
10	<p><u>Enrichment Opportunities</u></p> <p>Our disadvantaged pupils require opportunities and experiences which enable them to build their cultural capital and to access the wider locality and engage in activities that they typically would not be involved with.</p>	<p>Increased opportunities for pupils to access a range of visitors to school and enrichment sessions.</p> <p>Increased opportunities to access learning through school visits linked to Curriculum Overviews for year groups.</p> <p>Increased numbers of disadvantaged pupils access after school clubs.</p>

Activity in this Academic Year

This details how we intend to spend our Pupil Premium funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £98,200

Activity	Evidence that supports this approach	Challenge number(s) addressed Costings
Additional adult support to address gaps in learning.	<p>Targeted, precise, high-quality teaching to address the learning gaps of pupils so that they can make accelerated progress in RWM.</p> <p>Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition (+4) Feedback (+8) Metacognition and Self-Regulation (+7)</p> <p>EEF Guidance Reports Improving Literacy (2021) and Mathematics (2022) at KS1.</p> <p>EEF Guidance Reports Improving Mathematics in the Early Years and at KS1 (2022).</p> <p>EEF Guidance Reports Improving Literacy (2021) at KS2.</p> <p>Teaching and Learning Walkthrus Series – Tom Sherrington and Oliver Caviglioli – 2022</p> <p>EEF Early Years Evidence Store – Supporting Personal, Social and Emotional Development - 2023</p> <p>EEF A School's Guide to Implementation 2024</p> <p>EEF Making Best Use of Teaching Assistants 2021</p>	1,2,3 £30,000
Purchasing of resources for Year 6.	A targeted programme to support the planned Year 6 revision plan. <p>Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8)</p>	1,3 £1000

<p>Purchasing of standardised diagnostic assessments</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure that they receive the correct additional support through interventions or teacher instruction.</p> <p><u>Education Endowment Fund Teaching and Learning Toolkit:</u> Teacher Feedback (+8)</p>	<p>1,2,3,4 £500</p>
<p>To further develop and embed a specific SEMH provision so that social and emotional barriers can be removed to help children to focus on their learning.</p>	<p>Tracks Provision further developed for identified KS1 children which reduces barriers to learning. SEMH strategies are successful in removing barriers, enabling identified children to focus on their learning.</p> <p><u>Education Endowment Fund Teaching and Learning Toolkit:</u> Teacher Feedback (+8) Teaching Assistants (+1)</p> <p><u>EEF Guidance Report Improving Behaviour in Schools 2021</u></p> <p><u>EEF Guidance Report Improving Social and Emotional Learning in Primary Schools 2021</u></p> <p><u>EEF A School's Guide to Implementation 2024</u></p> <p><u>Dr. Julian Grenier Working with the Revised EYFS Principles into Practice</u></p>	<p>1,3,6 £60,000</p>
<p>HT and DHT Involvement in the Simplicity CPD Programme for Senior Leaders to raise standards in teaching and learning.</p>	<p>The one year programme focuses on how the adaptations, monitoring and reviewing of the curriculum reduces barriers to learning through a more relevant and meaningful curriculum.</p> <p>Teaching and Learning Walkthrus Series – Tom Sherrington and Oliver Caviglioli – 2022</p> <p><u>EEF A School's Guide to Implementation 2024</u></p>	<p>1,3,4 £1500</p>
<p>Durham County Council Training (CPD) Annual Service Level Agreement and related targeted CPD linked</p>	<p>An extensive programme of CPD for Subject Leads and School Leaders to develop leadership and pedagogical skills.</p> <p>Targeted coaching programme for identified staff members to further develop their practice.</p> <p><u>Education Endowment Fund Teaching and Learning Toolkit:</u> Teacher Feedback (+8) Reading Comprehension Strategies (+6) Teaching Assistants (+1)</p>	<p>1,2,3,4 £5,000</p>

to school priorities.	EEF A School's Guide to Implementation 2024	
Resources to support the Essential Letters and Sounds Phonics Programme. Purchasing of the Y3 ELS Intervention Programme.	CPD for the newly appointed Phonics Lead, English Lead and EYFS Lead to ensure effective whole school monitoring of the DfE approved Phonics Programme. <u>Education Endowment Fund Teaching and Learning Toolkit:</u> Teacher Feedback (+8) Phonics (+4) Teaching Assistants (+1) Metacognition and Self-Regulation (+7) <u>EEF Guidance Reports Improving Literacy (2021) at KS1.</u>	1,2,3,4 English Hub grant used to purchase identified resources for Early Reading and Phonics. (£5000)
Analysis of internal school data to evaluate the progress of SEND pupils.	Education Endowment Fund: SEND in Mainstream Schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send Education Endowment Fund: Improving Social and Emotional Learning in Primary Schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Education Endowment Fund: Working with Parents to Support Children's Learning: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	
Involvement in the Big Maths Early Years Development Project.	A one year programme of involvement in the EYFS Big Maths Project with Durham County Council. EEF Improving Maths in the Early Years and KS1: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths <u>Education Endowment Fund Teaching and Learning Toolkit:</u> Teacher Feedback (+8) Teaching Assistants (+1)	1,3,4,6,7 £100
Attendance at Early Years Network Meetings.	Current theory and practice actively develops professional development and understanding of EYFS provision and practice. <u>Education Endowment Fund Teaching and Learning Toolkit:</u> Teacher Feedback (+8)	1,3,4,6,7 £100

- [EEF Early Years Toolkit](#)
- [Ofsted The Best Start in Life Reviews](#)
- [EEF Early Years Evidence Store – Supporting Personal, Social and Emotional Development - 2023](#)
- [EEF Working with Parents to Support Children's Learning 2021](#)
- [Dr. Julian Grenier The Revised EYFS Principles into Practice](#)
- [Ofsted The Best Start in Life Reviews](#)

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

Budgeted cost: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed Costings
<p>After-School Intervention Clubs for identified children in EYFS, KS1 and KS2.</p>	<p>Provision of a range of after-school clubs where disadvantaged pupils are encouraged to attend to enrich life experiences.</p> <p><u>Education Endowment Fund Teaching and Learning Toolkit:</u> Small Group Tuition (+4) Feedback (+8) Phonics (+4) Metacognition and Self-Regulation (+7) Digital Technology (+4)</p> <p><u>EEF Guidance Reports Improving Literacy (2021) and Mathematics (2022) at KS1 and KS2.</u></p> <p>Teaching and Learning Walkthrus Series – Tom Sherrington and Oliver Caviglioli – 2022</p>	1,2,3 £20,000

	EEF Making Best Use of Teaching Assistants 2021	
Employment of a Pupils and Families Intervention Support Lead to delivery targeted behaviour support and SEMH intervention programmes.	<p>Targeted, precise and bespoke support for identified pupils with SEMH needs in order to improve their learning focus.</p> <p><u>Education Endowment Fund Teaching and Learning Toolkit:</u> Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)</p> <p><u>EEF Guidance Report Improving Social and Emotional Learning in Primary Schools 2021</u></p> <p><u>EEF Guidance Report Improving Behaviour in Schools 2021.</u></p>	3,6 £33,000

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

Budgeted cost: £139,700

Activity	Evidence that supports this approach	Challenge number(s) addressed Costings
Employment of an Attendance Officer x4 days per week.	<p>High-quality, targeted intervention from an experienced Attendance Officer who actively tackles absence and provides appropriate support, and the implementation of sanctions for identified pupils and their families.</p> <p>The Attendance Officer actively promotes and champions good attendance in school and in the local community.</p> <p><u>Education Endowment Fund Teaching and Learning Toolkit:</u> Parental Engagement (+3) Social and Emotional Learning (+4)</p> <p><u>EEF Supporting School Attendance 2024</u></p>	5 £35,000
School-wide	Incentives and rewards are carefully considered to promote good attendance and improve attendance levels. These	5

rewards and incentives to promote positive attendance .	<p>incentives celebrate good attendance and tackle poor attendance.</p> <p><u>Education Endowment Fund Teaching and Learning Toolkit: Parental Engagement (+3)</u></p> <p><u>Social and Emotional Learning (+4)</u></p> <p><u>EEF Guidance Report Improving Behaviour in Schools 2021.</u></p> <p><u>EEF Supporting School Attendance 2024</u></p>	£1000
Development of the whole school OPAL Programme.	<p>To improve the lunchtime and playtime experience for children through the establishing of OPAL Zones across designated outdoor areas of school.</p> <p>The Case for Play in Schools: https://drive.google.com/file/d/1JhEMcl-eyiji1W9gaGPIDRyTa8Z1TwX9/view</p> <p>How to Improve the Quality of Play in Primary Schools – Michael Follett: https://drive.google.com/file/d/1nz4YV1iPY1HowMRmeGeebpky67eK_G8H/view</p> <p>UNICEF – The Importance of Outdoor Play: https://www.unicef.org/eca/stories/importance-outdoor-play-and-how-support-it?trk=feed_main-feed-card_feed-article-content</p> <p>UNCRC Poster: https://drive.google.com/file/d/16HQddVd8G3gHjxRB6dLoZeUiZv7eT3ng/view</p> <p>OPAL Playwork Essentials: https://drive.google.com/file/d/1bRfaDNIBr5gst7zDOt4nmgzo88PAouwe/view</p> <p>Types of Play: https://drive.google.com/file/d/1JhEMcl-eyiji1W9gaGPIDRyTa8Z1TwX9/view</p> <p>Muddy Hands Global Report: https://drive.google.com/file/d/1jLH-BYZy6Tkcc9kRGOWqGyraacEVedRf/view</p>	6 £25,000
Place 2 Be Counselling Service x 2 days per week, + 0.5 day per week	<p>This comprehensive counselling package of support offers pupils the opportunity to access support for their mental health and emotional wellbeing. 1:1 counselling support is provided for identified pupils to address their social and emotional needs so that they can focus on their learning. Families and staff are also supported so that they can effectively meet the needs of their pupils/children.</p>	7

<p>Parent Support Counsellor</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, for example, improved academic performance, attitudes, behaviour and relationships with peers.</p> <p><u>Education Endowment Fund Social and Emotional Learning - Teaching and Learning Toolkit:</u></p> <p>Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7) Parental Engagement (+3)</p> <p>Place2Be Counselling demonstrates a higher level of impact compared to other services.</p> <p>Finning, K., White, J., Toth, K. <i>et al.</i> Longer-term effects of school-based counselling in UK primary schools. <i>Eur Child Adolesc Psychiatry</i> 31, 1591–1599 (2022). https://doi.org/10.1007/s00787-021-01802-w</p> <p><u>P2Be Research Paper 'Longer-Term Effects of School-Based Counselling in UK Primary Schools' – 2021</u></p> <p><u>P2Be Research Paper, 'Place2Be's One-to-One Counselling Service in UK Primary Schools: An Updated Cost-Benefit Analysis - Rachel Gomez June 2022</u></p> <p><u>EEF Guidance Report Improving Social and Emotional Learning in Primary Schools 2021</u></p>	<p>£32,000</p>
<p>Crisis Response SLA support, including the Behaviour Intervention Team</p>	<p>Bespoke intervention support for identified pupils where a specialist programme is required to address specific behaviour issues linked to social, emotional and mental health.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, for example, improved academic performance, attitudes, behaviour and relationships with peers.</p> <p><u>Education Endowment Fund Social and Emotional Learning - Teaching and Learning Toolkit:</u></p> <p>Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)</p> <p><u>EEF Guidance Report Improving Behaviour in Schools 2021</u></p> <p><u>EEF Guidance Report Improving Social and Emotional Learning in Primary Schools 2021</u></p>	<p>7</p> <p>Crisis Response Team SLA £6000</p>

RRS Reaccreditation Award	<p>This is a RRS reaccreditation Award which is pivotal to our RRS school status, ethos and values, positively impacting on our school and the wider community.</p> <p><u>Teaching and Learning Toolkit:</u> Behaviour Interventions (+3) Social and Emotional Learning (+4)</p>	7 £1000
Subsidised Breakfast Club Provision.	DfE Magic Breakfast Funding to part-subsidise daily snacks for all pupils in our school so that they are enabled to focus on their learning instead of feeling hungry.	7 £11,000
Range of reading resources to promote positive reading behaviours e.g. Birthday Books, Reading Champion books.	<p>Targeted resources to celebrate reading and to promote our school culture of reading for enjoyment.</p> <p><u>Education Endowment Fund Teaching and Learning Toolkit:</u> Social and Emotional Learning (+4)</p>	1,2,4 £500
Curriculum enrichment visits, for example, Diwali Workshop s in Y3, Y4 Visits to a local secondary school Art Departmen t, Y6 Robinwoo d subsidy for Y6 parents and transport costs to access these opportuniti es.	<p>To increase life experiences by providing access to a range of exciting and creative learning opportunities.</p> <p><u>Education Endowment Fund Teaching and Learning Toolkit:</u> Social and Emotional Learning (+4)</p>	4 £10,000
Employme nt of specialist French teacher to provide teaching	<p>To increase life experiences by providing access to a range of exciting and creative learning opportunities.</p> <p><u>Education Endowment Fund Teaching and Learning Toolkit:</u> Teacher Feedback (+8)</p>	4 £8,000

expertise and to develop pupils' intercultural understanding.		
Curriculum resources to support learning, for example, subscription to Picture News, curriculum texts, PE resources, music resources, interactive panel board.	<p>Targeted resources to support in-class and home learning so that pupils can revisit identified areas of learning.</p> <p><u>Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8)</u></p>	<p>4</p> <p>£10,000</p>
The provision of workshops for parents in conjunction with the NHS to further reduce barriers to learning.	<p>Workshops planned, promoted and implemented focusing on a range of barriers to learning both in school and in the wider community, for example, toilet training, speech and language, toothbrushing and healthy eating.</p> <p><u>Endowment Fund Teaching and Learning Toolkit: Social and Emotional Learning (+4)</u></p> <p><u>Parental Engagement (+3)</u></p> <p><u>EEF Early Years Toolkit</u></p> <p><u>Ofsted The Best Start in Life Reviews</u></p> <p><u>Dr. Julian Grenier – Working with the Revised EYFS Principles into Practice</u></p>	<p>7</p> <p>£100</p>
To increase the participation of families in the recently established Parent and Toddler Group in conjunction	<p>The number of attendees increases so that a greater number of families with toddler age children can benefit from school and NHS advice.</p> <p><u>Endowment Fund Teaching and Learning Toolkit: Social and Emotional Learning (+4)</u></p> <p><u>Parental Engagement (+3)</u></p> <p><u>EEF Early Years Toolkit</u></p>	<p>7</p> <p>£100</p>

with the NHS.	<u>Ofsted The Best Start in Life Reviews</u> <u>Dr. Julian Grenier – Working with the Revised EYFS Principles into Practice</u> <u>EEF Working with Parents to Support Children's Learning 2021</u>	
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Total Budgeted Cost: £290,900

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 2024 to 2025 academic year.

Challenge 1

Outcomes 2024/2025

EKS2 RWM Expected Standard increased by +13%.

EKS2 Reading Expected Standard increased by +4%.

EKS2 Reading Greater Depth Standard increased by +11%.

EKS2 Maths Expected Standard increased by +22%.

EKS2 Maths Greater Depth Standard increased by +4%.

EKS2 GPS Expected Standard increased by +9%.

EKS2 GPS Greater Depth Standard increased by +17%.

Outcomes - Disadvantaged Pupils

EKS2 RWM DP Expected Standard increased by +3%.

EKS2 Reading DP Greater Depth Standard increased by +4%.

EKS2 Maths DP Expected Standard increased by +20%.

EKS2 GPS DP Expected Standard increased by +13%.

EKS2 GPS DP Greater Depth Standard increased by +9%.

Improved standardised moderation of pupils' writing amongst staff due to routine writing moderation Staff Meetings and attendance at Local Authority Moderation meetings.

English and Maths Network Meetings attended by English and Maths Leads and information shared with staff team and revisited in staff CPD. Staff now have an increased, updated awareness of developments in English and Maths.

Wellcom Trust resources are used to identify specific areas for SALT focus and further development.

Attendance at DCC Moderation Meetings by Y2 and Y6 teachers. Y2 and Y6 staff who attended Moderation Meetings talked positively about their pupils' books and standards of these. This was corroborated by DCC staff.

Increased home reading from identified pupils – to continue to promote, monitor and evaluate.

Where pupils are not reading at home, teachers have contacted parents and encouraged to read at home. Additional reading support in class for identified children who are not reading regularly at home.

Pupil progress with their Home Reading is robustly analysed each half-term. The outcomes of this data analysis is shared with teachers who use this data to inform their provision and practice.

Significant staff CPD has been planned, delivered and evaluated for both teachers and TAs regarding standardised procedures for listening to children read in school. This will continue to be revisited in the current academic year.

Challenge 2

GLD overall increased by +1%.

GLD DP Reading Comprehension increased by +14%.

GLD DP Word Reading increased by +8%.

GLD DP Number Patterns increased by +20%.

Challenge 3

The performance of Y1 boys increased by +7%.

Overall, data analysis for identified DP children reflected a downward trend. As a result of this, school submitted an application to request targeted support from the local English Hub.

Involvement with the English Hub has demonstrated, through external evaluation, that our overall quality of Phonics teaching is of a consistently good standard across the EYFS and KS1. This programme will continue to be implemented throughout the next two years.

Challenge 4

An evaluation of our data through Progress Meetings with teachers and SENDCO meetings with teachers identified that SEND pupils' Support Plans need to ensure that provision is more specific and timely with a greater focus on more precise intervention. This will continue to be monitored.

Significant adaptations to provision and practice have been made for specific children across specific year groups, including the EYFS, so that their needs are able to be met. This work is currently continuing this academic year.

Challenge 5

Significant staff CPD opportunities continue to be provided to ensure that children are able to retrieve information from their prior learning alongside strategies to support the retention of their learning. This forms a two-year project of staff CPD focusing on teaching and learning methodologies.

From the start of this CPD programme, it is evident that the strategies explored are evident in teacher's provision and practice. The impact of the implementation of these strategies will continue to be monitored.

Leaders continue to monitor curriculum subjects to ensure that the curriculum is specific and relevant to children's needs.

Subject Leads continue to access routine CPD from DCC and external organisations.

Challenge 6

For the first time, overall attendance levels were above local and in-line with national averages in 2024/2025. This demonstrates the very positive impact of the Attendance Officer's work in school.

Ongoing monitoring of individual PA children to further improve attendance.

Attendance systems have been updated as appropriate in order to more effectively monitor pupil attendance across the school and as part of pupil groups.

Last academic year, school was successfully involved in the DCC Pilot Project for the improvement of attendance of pupils with a Social Worker. Resources were developed for this project for schools across the County. This has been further explored in the current academic year for children with a Social Worker through collaborative meetings and discussions with Children's Social Services in Durham County Council.

Challenge 7

Positive impact evident from identified children accessing P2Be sessions. We know this because of Counsellor feedback to P2Be Lead, and feedback from parents to P2Be Lead.

Our school achieved UNICEF Gold Level Rights Respecting Schools Reaccreditation status in September 2025.

Breakfast Club provision and wraparound provision is available for identified children who are in need of additional support.

All children in school access a free bagel each day.

Zones of Regulation continues to be embedded in classrooms. Children using the language of zones to describe their feelings and are able to self-regulate. Support to continue to be provided where necessary.

Challenge 8

Pupils in the EYFS have required significant support with their speech and language development, alongside targeted support for their Social and Emotional learning. Timetables for the cohort have been very carefully considered and adaptations made for specific children across the EYFS who demonstrate high levels of complex need.

Challenge 9

Pupils across school participated in planned school visits to enrich their curriculum and overall life experiences. For example, children in Y3 visited the Christmas Pantomime. This is an event which many children would not otherwise access. Curriculum visits took place to enrich the learning in school, alongside the overall access to cultural capital. Curriculum enrichment opportunities have also been provided for specific year groups in relation to Religious Education, PE and Sport, local community involvement in the recent Shildon Railway Bi-Centenary Celebrations, the Durham Lumiere Festival, The Big Sing at Gateshead Sage and our School Choir's performance at Durham Cathedral.

All Barriers

Action points revisited, discussed between HT, DHT and Chair of Governors, and points for future action identified from final report and incorporated into future planning and future Pupil Premium Strategy Statement.

Externally Provided Programmes

Programme	Provider
Rights Respecting Schools Gold Award	Unicef
Place 2 Be	Place2Be Counselling Service
Zones of Regulation	Leah Kuypers
Wellcom Trust Speech and Language Assessment and Resources	The Wellcom Trust
Anti-Bullying Alliance	National Children's Bureau