



South Gosforth First School

'Roots to grow and wings to fly'

South Gosforth First School

Pupil Premium Strategy Statement – 2025-2026

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	South Gosforth First School
Number of pupils in school	326
Proportion (%) of pupil premium eligible pupils	6% (20 pupils)
Academic year that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	November 2025, February 2026, June 2026
Statement authorised by	Steve Bainbridge & Charlotte Hodgson (Governor Co-Chairs)
Pupil Premium Lead	Rob Adams (Head Teacher)
Governor Lead	Laura Drew

Funding Overview

Detail	Amount
Pupil Premium Funding Allocation this Academic Year	£28,520 (PP children, PP+ children, Service children)
Pupil Premium Funding Carried Forward from Previous Years	£0
Total Budget for this Academic Year	£28,520

Part A: Pupil Premium Strategy Plan

Statement of Intent

Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. These challenges are broad and varied and there can be no 'one size fits all' approach.

Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. Therefore, we acknowledge that we must allocate this funding for all abilities to support academically able, as well as less academically able pupils.

Due to the relatively small number of pupils who are eligible for 'Pupil Premium' funding at South Gosforth First School, we have taken the decision to review our 'Pupil Premium Strategy Statement' annually, in order to ensure that it meets the specific needs of our children.

Our Ultimate Objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To ensure that all disadvantaged pupils in school make progress in line with or exceeding that of their non-pupil premium peers.
- To implement a range of strategies for those children who require support with their social and emotional needs and mental health and to ensure that disadvantaged pupils have a positive lived experience of school.
- To ensure that disadvantaged children have access to technology, education materials, extra-curricular and 'Cultural Capital' opportunities to enable them to have equal access to the curriculum.
- To ensure that disadvantaged pupils have strong attendance and punctuality so that they have full access to the curriculum on offer.
- To ensure that disadvantaged pupils have strong oral and written communication skills.

We aim to do this through:

- Monitoring and using assessment data diagnostically in order to inform provision for all pupil groups, with an increased focus on vulnerable learners.
- Providing high quality training and CPD for our staff team, so that they are well equipped to support the needs of all learners, including those who are most vulnerable and disadvantaged.
- All pupils receiving quality first teaching and where gaps are identified these are addressed through carefully considered adaptive approaches and catch-up interventions.
- The school having a focus on supporting the emotional wellbeing of pupils. All behaviours are managed in school using a Restorative and Relational approach, augmented by the use of initiatives like 'Zones of Regulation' – This is integral to our ethos in school. For more targeted support for our pupils who require it, carefully considered nurture provision is in place, as well as initiatives such as 'Noticing Nature'.
- Subsidising extra-curricular opportunities and experiences and ensuring that our disadvantaged learners have access to an arts and creativity-rich curriculum.
- Gathering 'Pupil Voice' of disadvantaged learners to ensure that this informs our provision and impacts positively upon our pupils' lived experience.
- Rigorously monitoring the attendance and punctuality of our pupils and working closely with families to ensure that our disadvantaged pupils are accessing as much learning in school as possible.
- Implementing a whole school focus on oracy, which equips our disadvantaged pupils to develop their communication and verbal reasoning skills.

Challenges

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

Challenge Number	Detail of Challenge
1	Attainment and progress in Reading and Writing for some disadvantaged pupils is lower than their non-disadvantaged peers. This is due to weaker retention of phonic knowledge, which leads to poorer acquisition of spelling patterns. This group of children also struggles with sentence construction in their independent writing. Whilst the children are reaching expected standard in their Phonics Screening Checks in Year 1, some of them are struggling with fluency and automaticity in Reading.
2	Attainment and progress in Maths for this group of pupils is lower due to them having weaker mathematical fluency and reasoning skills and poorer retention of key mathematical knowledge.
3	Disadvantaged pupils may require a range of different approaches in order to strengthen their social and emotional development and maintain and support their mental health and wellbeing.
4	An increasing proportion of disadvantaged pupils at SGFS have English as an Additional Language – This can result in additional barriers to attainment and progress for this pupil group, as well as difficulties socialising effectively with peers.
5	Some disadvantaged pupils in Early Years and Key Stage 1 have some specific areas of difficulty in their speech and language skills.
6	Disadvantaged pupils may not always have equal access to resources and opportunities which may enhance their experience of the curriculum. As a result of this, their lived experience of school life may be different to their non-disadvantaged peers.
7	A proportion of our disadvantaged pupils have lower attendance rates and poorer punctuality than their non-disadvantaged peers.

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.

Intended Outcome	Success Criteria
Progress in Reading	Attainment and progress of disadvantaged pupils will be in line with their non-disadvantaged peers in Reading and all disadvantaged pupils will achieve age-related expectations in the Phonics Screening Check
Progress in Writing	Attainment and progress of disadvantaged pupils will be in line with their non-disadvantaged peers in Writing
Progress in Maths	Attainment and progress of disadvantaged pupils will be in line with their non-disadvantaged peers in Maths
Pupils' Social and Emotional Development and Mental Health	Pupils are emotionally regulated and feel happy, calm and therefore ready to engage in learning in school.
Oracy and Communication Skills	EAL and Disadvantaged pupils will make progress in their spoken and written English skills, from their own relative starting points (using Bells Assessments)
Speech and Language Acquisition in Early Years	Disadvantaged pupils in Early Years will access appropriate catch up and interventions to support them to make progress in their speech and language skills in line with their non-disadvantaged peers
Access to 'Cultural Capital', extra-curricular and enrichment opportunities and establishing understanding of school lived experience of disadvantaged pupils	Disadvantaged pupils will access a broad range of enriching and memorable learning experiences in line with their non-disadvantaged peers. Disadvantaged pupils will have the opportunity to regularly share their lived experience of school life with school staff and this information will be used to inform their provision and support in school.
Attendance and Punctuality	Disadvantaged pupils' attendance percentage will be 98% or higher. Disadvantaged pupils' punctuality will be in line with their non-disadvantaged peers.

Initiatives 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: £3,424

Activity	Evidence that supports this approach	Challenge number(s) addressed
To promote and develop fluency in pupils' Reading skills through explicit quality first teaching approaches To improve pupils' written literacy skills through providing systematic and progressive spelling programmes and adaptive approaches to transcription / dictation in discrete quality first teaching sessions each week <u>This will be facilitated through:</u> Adaptive Teaching Programme and roll out of initiatives across school (RB) - £775 and £150 on adaptive teaching resources English Lead (CB) to complete the NPQLL Programme with Eve Morton / Ambition Institute and roll out evidence-based initiatives for the effective teaching of Reading and Writing fluency across school - £899 and £300 for cover costs 'Launchpad for Literacy' training sessions accessed by English Lead and other appropriate staff throughout the year – Funded Programme. Resources to support 'Launchpad for Literacy' diagnostic work with pupils - £300 'Little Wandle' Spelling Programme for Year 2 - £200 (included in 'Little Wandle' annual subscription) 'Spelling Shed' Subscription (Year 3 and Year 4) - £200 (annual subscription)	Education Policy Institute Research (Fletcher-Wood & Zuccolo – 2020): Teacher CPD and Training Impact on Pupil Outcomes <i>'A study published by the Education Policy Institute (Fletcher-Wood & Zuccollo, 2020) concludes that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher.'</i> <i>A separate paper published by CUREE in January (Cordingley et al, 2020) includes advice on how CPD activities can be designed to support "active professional learning focused on aspirations for pupils". This includes ensuring that: CPD is understood as a process for supporting pupil progress and wellbeing. There is a nuanced understanding of what teachers do, what motivates them, and how they learn and grow (in order) to help them develop new practices and practical theories side by side. CPD engages with and builds upon teachers' aspirations for their pupils.</i> 'Launchpad for Literacy' feedback from schools nationally demonstrates a positive impact on early literacy outcomes through accelerated progress, the closing of attainment gaps, and increased pass rates in phonics screening checks in schools where it has been implemented. The evidence of impact is primarily derived from school-led data, case studies, and testimonials from educators, rather than independent, large-scale research studies.	1
Maths Lead (AL) to access training from The Great North Maths Hub, alongside other appropriate staff and roll out evidence-based initiatives for	Education Endowment Foundation: 'Mastery Learning' – Impact Score = +5 <i>'The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.'</i>	2

the effective implementation of Maths Mastery across all year groups		
<u>This will be facilitated through:</u> Support for Maths Subject Leader and staff through ongoing Maths CPD = £300 cover costs and £300 for concrete resources to support disadvantaged pupils		

Summer Term 2026 Update

Whole School Pupil Premium Progress in Reading (Three Terms) – 90% of PP Pupils across school made expected progress or more. 16% of PP Pupils across school made greater than expected progress.

Whole School Pupil Premium Progress in Writing (Three Terms) - 89% of PP Pupils across school made expected progress or more. 26% of PP Pupils across school made greater than expected progress.

Whole School Pupil Premium Progress in Maths (Three Terms) - 95% of PP Pupils across school made expected progress or more. 21% of PP Pupils across school made greater than expected progress.

Whole School Pupil Premium Attainment in Reading (Summer Term) – 50% of PP Pupils across school achieved ARE+. 15% of PP Pupils achieved Greater Depth.

Whole School Pupil Premium Attainment in Writing (Summer Term) - 55% of PP Pupils across school achieved ARE+. 5% of PP Pupils achieved Greater Depth.

Whole School Pupil Premium Attainment in Maths (Summer Term) - 60% of PP Pupils across school achieved ARE+. 25% of PP Pupils achieved Greater Depth.

Targeted Academic Support (for example, tutoring, small group support and structured interventions)

Budgeted Cost: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of high-quality small group adaptive teaching tuition targeting specific needs of disadvantaged pupils and closely matched to quality first teaching <u>This will be facilitated through:</u> Small group catch up tuition provided by experienced support staff: £60 per afternoon, per Teaching Assistant. 6 sessions of support per week are allocated. £60 x 6 (per week) = £360 £360 x 38 weeks = £13,680 Total = £10,000 to be paid through Pupil Premium funding and the other £3,680 paid through SEND notional funding	Education Endowment Foundation: 'One to One / Small Group Tuition' – Impact Score = +5 / +4 <i>'Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.'</i>	1, 2
Specific disadvantaged pupils Early Years and Key Stage 1 will access tailored support from school-based	'Elklan: Training to Support Language and Learning' - Evaluation Reports https://www.elklan.co.uk/EvaluationReports/	5

staff improve their speech and language and communication skills <u>This will be facilitated through:</u> A member of Early Years staff is to complete the Level 3 ELKAN / Gestalt Speech and Language accreditation through Newcastle Local Authority (RP) – Full Funded Programme £600 to be paid in overtime for staff member to complete self-directed learning out of school £500 in costs for cover throughout the year for staff member to work with children and support staff with designing effective speech and language plans of support		
Specific EAL pupils who are also disadvantaged will be supported to develop their spoken and written English skills through the use of diagnostic assessments and tailored programmes of support <u>This will be facilitated through:</u> The use of Bells Assessments to inform EAL provision – Free ‘Race to English’ Programme - £200 Other resources to support Oracy - £200	Research from the University of Oxford on the educational achievement of learners who use EAL consistently demonstrates how proficiency in English can provide essential information about their likelihood to succeed in school and potential need for support (Strand & Demie, 2005; Strand, Malmberg, & Hall, 2015, Strand & Hessel, 2018, Strand and Lindorff, 2020). To assist school staff in conducting meaningful assessments of learners’ proficiency in English and using the information gathered to make effective decisions about teaching and learning, The Bell Foundation has worked with leading EAL assessment experts at King's College London and the University of Cambridge to design a suite of freely available EAL assessment tools. https://www.bell-foundation.org.uk/our-work/with-schools/policy/eal-policy-recommendations-summary/ https://www.bell-foundation.org.uk/app/uploads/2018/07/EAL-Assessment-Framework-Research-and-Development.pdf	4
<u>Summer Term 2026 Update</u> Whole School Pupil Premium Progress in Reading (Three Terms) – 90% of PP Pupils across school made expected progress or more. 16% of PP Pupils across school made greater than expected progress. Whole School Pupil Premium Progress in Writing (Three Terms) - 89% of PP Pupils across school made expected progress or more. 26% of PP Pupils across school made greater than expected progress. Whole School Pupil Premium Progress in Maths (Three Terms) - 95% of PP Pupils across school made expected progress or more. 21% of PP Pupils across school made greater than expected progress. Whole School Pupil Premium Attainment in Reading (Summer Term) – 50% of PP Pupils across school achieved ARE+. 15% of PP Pupils achieved Greater Depth. Whole School Pupil Premium Attainment in Writing (Summer Term) - 55% of PP Pupils across school achieved ARE+. 5% of PP Pupils achieved Greater Depth.		

Whole School Pupil Premium Attainment in Maths (Summer Term) - 60% of PP Pupils across school achieved ARE+. 25% of PP Pupils achieved Greater Depth.

Pupil Premium & EAL Spring Term Progress Data (4 pupils)

Pupil Premium & EAL Pupil Progress Data in Reading (Autumn Term 2025 – Summer Term 2026) – 75% of pupils made expected progress. 25% made greater than expected progress.

Pupil Premium & EAL Pupil Progress Data in Writing (Autumn Term 2025 – Summer Term 2026) – 100% of pupils made expected progress. No pupils made greater than expected progress.

Pupil Premium & EAL Pupil Progress Data in Maths (Autumn Term 2025 – Summer Term 2026) – 75% of pupils made expected progress. No pupils made greater than expected progress.

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

Budgeted Cost: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue with an in-house forest school activity offer to support pupils' social and emotional needs <u>This will be facilitated through:</u> Staffing Costs: £30 per staff member (Forest School Leader, plus Nursery cover support) = £60 per afternoon session. £60 x 30 = £1,800 Total = £1,000 to be paid through Pupil Premium funding and the other £800 to be paid through SEND notional funding	Studies have shown that Forest Schools can contribute to greater confidence in children, as well as support their wellbeing and self-esteem. A study by Forest Research, a research branch of the Department for Environment, Food and Rural Affairs (Defra), found that children who took part in Forest Schools gained confidence, particularly in 'new and unfamiliar' environments, and demonstrated 'a greater self-belief in their capabilities'. The independence and risk-taking aspects of Forest School encouraged them to feel more confident taking risks in other settings. Similarly, a review by education specialists Angela Garden and Graham Downes highlights studies showing that Forest Schools boost children's wellbeing. One study by Cumming and Nash linked this wellbeing to a connection with place and the natural environment. Another by McCree, Cutting and Sherwin found that this boost to wellbeing was particularly pronounced for children who were 'struggling to thrive' for a variety of reasons including 'economic, emotional and special educational needs'. Breeze Forest School Research Findings (in association with Newcastle University): This case study was based upon many pupils from our school https://scotswoodgarden.org.uk/images/documents/Breeze_Pilot_Report_ThirdEdition.pdf	3

	https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	
Develop opportunities for disadvantaged pupils to access 'Cultural Capital' experiences linked to the arts, community and sports, alongside educational materials and resources to enable them to have equal access to the curriculum offer <u>This will be facilitated through:</u> Extra-Curricular Club contributions to payments for PP children = £2,500 Ballet Lorent Provision - £500 Leaders for Impact Provision (Royal Ballet / Royal Opera) - £500 Cathedral Singing Project = £500 Residential to Robinwood = £800 'Singing Schools' Provision = £300 NECA Careers Project =£100 This will be facilitated through: Outside agency cultural visitors in to school, educational materials / resources and educational visits = £2,000 p/a	Education Endowment Foundation: 'Arts Participation' – Impact Score = +5 <i>'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</i> <i>The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.'</i> Evidence of Impact of Structured Careers Related Learning in Primary Schools: https://www.careersandenterprise.co.uk/evidence-and-reports/insight-briefing-3-the-promise-of-primary/	6
Gather regular 'Pupil Voice' from disadvantaged pupils across school to gauge a sense of their lived experience of school life and use this information to inform our practice and implement meaningful initiatives of support <u>This will be implemented through:</u> Head Teacher and Deputy Head Teacher to gather Pupil Voice information once per month (Friday AM) Delivery of 'Entry and Exit' surveys = £50 for resources across the academic year	Education Endowment Foundation (EEF) supports the principle of "pupil voice" as a method for improving learning and wellbeing by involving pupils in their own education and school decision-making. This is achieved through strategies that give pupils more ownership over their learning, such as metacognitive approaches where they learn to plan and evaluate their own work, and dialogic teaching that encourages them to discuss their learning.	6
Provide nurture provision for pupils which is tailored to meet identified areas of need within their social and emotional development	DfE Queen's University Belfast: The Impact of and cost effectiveness of Nurture Groups in Northern Ireland <i>'This evaluation found clear evidence that Nurture Group provision ... is highly successful in its primary aim of achieving improvements in the social,</i>	3

<u>This will be facilitated through:</u> Resources = £400 Staffing Costs: £60 per afternoon x 2 staff members = £120 per afternoon £120 x 30 weeks = £3,600	<i>emotional and behavioural skills of children from deprived areas exhibiting significant difficulties.'</i> EEF Improving Social and Emotional Learning in Primary Schools = +4 <i>There is also evidence that children's skills can be improved purposefully through school-based SEL programmes, and that these impacts can persist over time. Numerous large evidence reviews indicate that, when well implemented, SEL can have positive impacts on a range of outcomes, including: • Improved social and emotional skills; • improved academic performance • improved attitudes, behaviour and relationships with peers</i>	
Use of additional approaches to develop disadvantaged pupils' emotional literacy and self-regulation skills <u>This will be facilitated through:</u> 'Zones of Regulation' Resources = £200 'Noticing Nature' Programme for pupils who need support with SEMH needs (led by Local Authority SEMH Team) = £250 Restorative and Relational Practice further training for Specified Staff = £300	'Zones of Regulation' – Evidence of Impact: Evidence shows the Zones of Regulation has a positive impact, improving students' self-regulation skills, reducing maladaptive behaviours like irritability and hyperactivity, and increasing positive social interactions and academic performance. It also positively impacts teachers by improving their self-efficacy, decreasing stress, and increasing job satisfaction, while leading to a more positive and less disruptive classroom climate. https://zonesofregulation.com/wp-content/uploads/2024/09/Evidence-of-Effectiveness-Brief.pdf 'Noticing Nature' Programme – Evidence of Impact: Evidence shows that using nature to support SEMH needs can improve well-being, reduce stress, and boost social skills and emotional regulation. This is supported by studies showing benefits like decreased anxiety and depression, and increased happiness, resilience, and a sense of purpose. Nature-based interventions are also effective for children and young people, providing an alternative and engaging learning environment. https://pmc.ncbi.nlm.nih.gov/articles/PMC11536187/ Restorative & Relational Practice – Evidence of Impact: In their 'Improving Behaviour in Schools' Report, The Education Endowment Foundation (EEF) primarily recommends that staff should 'Know and Understand their Pupils and Influences'. In addition, Pupil behaviour has multiple influences, some of which teachers can manage directly. Understanding a pupil's context will inform effective responses to misbehaviour and every pupil should have a supportive relationship with a member of school staff.	3
Provide intensive support through our 2 appointed Attendance Officers and senior leaders for disadvantaged families where attendance falls	DfE 'Working Together to Improve School Attendance' <i>Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and</i>	7

below 96% and pupils have more than 3 late marks over half a term The Local Authority Attendance Officer, Yvonne Devine, will also work alongside specified families on their punctuality Free School Meal pupils will have breakfast club places funded in order to encourage families to bring their children to school - £500 Resources will be purchased for positive attendance rewards and equipment for settling tasks to encourage pupils to attend school - £500	<i>parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium.</i>	
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Summer Term 2026 Update

Progress of pupils taking part in 'Outdoor Adventurers' and 'Little Explorers' provision:

9/10 pupils improved their ability to work with others (Team Work Skills)

10/10 pupils improved their ability to engage in co-operative play

9/10 pupils improved their listening skills and ability to follow instructions

8/10 pupils improved their emotional regulation skills

8/10 pupils improved their spoken communication skills with other pupils

98% of pupils in Nursery and Reception made expected progress in PSED (Self-Regulation). 24% of pupils made greater than expected progress in PSED (Self-regulation)

100% of Pupil Premium children have accessed Cultural Capital opportunities and extra-curricular clubs throughout the academic year 2025-2026.

Pupil Voice of Pupil Premium children has been gathered and used to inform subsequent provision

Behaviour incidents for Pupil Premium children logged on CPOMS between 01.09.25 and 02.07.26:

• After date: Mon 01 September 2025 • Before date: Thu 02 July 2026 • Logged in any of these categories: Physically Aggressive Incident, Behaviour, Negative Behaviour, Positive Behaviour, Bullying, Racist Incident, Homophobic Incident, Sexualised Behaviour, Verbally Aggressive Incident, Friendship Issues, Bullying investigation	
Category	Number of Incidents
all	
Behaviour	49
-- Negative Behaviour	22
-- Physically Aggressive Incident	27
Totals (unique)	49

Behaviour incidents for Pupil Premium children logged on CPOMS between 01.09.24 and 02.07.25:

- After date: Sun 01 September 2024
- Before date: Wed 02 July 2025
- Logged in any of these categories: Physically Aggressive Incident, Behaviour, Negative Behaviour, Positive Behaviour, Bullying, Racist Incident, Homophobic Incident, Sexualised Behaviour, Verbally Aggressive Incident, Friendship Issues, Bullying investigation

	Number of Incidents
Category	all
Behaviour	45
-- Negative Behaviour	26
-- Physically Aggressive Incident	19
-- Verbally Aggressive Incident	6
Totals (unique)	45

Though behaviour incidents for PP children have increased by 4 incidents this academic year, it is important to mention that this academic year, 23 of those incidents can be attributed to 3 children (this is unlike last academic year where the 45 incidents were attributed to a larger group of PP children).

Current attendance percentage for Pupil Premium children is 95.6% for academic year 2025-2026. This has risen since Autumn Term and Spring Term and is through intensive work from our newly appointed in-house attendance Lead, Jude Ryan.

Total Budgeted Cost: £28,924 (£404 Overspend)

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium initiatives had on pupils in specific year groups during the 2025 to 2026 academic year (Summer Term 2026 Attainment Data).

Reception (4 Pupils)	% of Disadvantaged Pupils who met ELG
Reading	25%
Writing	25%
Maths	25%
GLD	25%

Year 1 (2 Pupils)	% of Disadvantaged Pupils ARE+
Reading	50%
Writing	50%
Maths	50%
Phonics Screening Check	50%

Year 2 (5 Pupils)	% of Disadvantaged Pupils ARE+
Reading	100% (40% Greater Depth)
Writing	100% (20% Greater Depth)
Maths	80% (40% Greater Depth)

Year 3 (4 Pupils)	% of Disadvantaged Pupils ARE+
Reading	29%
Writing	43%
Maths	58% (29% Greater Depth)

Year 4 (5 Pupils)	% of Disadvantaged Pupils ARE+
Reading	34%
Writing	33%
Maths	50% (17% Greater Depth)

Externally Provided Programmes

Programme	Provider
'Little Wandle' – Letters & Sounds Revised	Collins
'Launchpad for Literacy'	Launchpad for Literacy Ltd
Teaching for Maths Mastery	Great North Maths Hub
Boxall Nurture Groups	Nurture UK
Adaptive Teaching Programme & NPQLL	Ambition Institute
Gestalt Speech & Language Accreditation	Elklan
EAL Bells Assessment	The Bell Foundation
'Racing to English' EAL Programme	Discovery Educational Software
Primary Careers Project	North East Combined Authority
'Leaders for Impact' Programme	Royal Ballet & Royal Opera
Cathedral Singing Project	St Nicholas Cathedral, Newcastle
'Singing Schools' Programme	'Sing Up' Ltd
'Noticing Nature' Programme	Newcastle upon Tyne SEMH Service
Attendance Officer Service x 2	Newcastle City Council School Attendance Service

Service Pupil Premium Funding (8 Pupils)

Measure	Details
How did you spend your service pupil premium allocation in the last academic year?	£2,100 towards one to one / small group daily in class support from an adult (£350 x 6) £700 towards OPAL provision and resources (£350 x 2)
What was the impact of that spending on service pupil premium eligible pupils?	<u>Year 1 - Year 4 Service Premium Achievement:</u> 100% (6 out of 6) service premium children achieved age related expectations in Reading (50% achieved Greater Depth) 100% (6 out of 6) service premium children achieved age related expectations in Writing (17% achieved Greater Depth) 100% (6 out of 6) service premium children achieved age related expectations in Maths (50% achieved Greater Depth) <u>EYFS Service Premium Achievement</u> 100% (1 out of 1) service premium children achieved age related expectations in all areas of Development Matters / The EYFS Framework 1 service premium child achieved age related expectations in PSED. This child did not meet the Early Learning Goal at the end of this academic year ('Just Below' in Literacy and Maths). <u>'OPAL' Impact</u> Pupils were supported through OPAL programme to have enjoyable and enriching lunch times where they can access meaningful and purposeful play opportunities. In our pupil survey, 100% of service premium pupils said that they felt that OPAL play supported them to have enjoyable lunch times and helped them with their behaviour and their learning in the afternoons. As a result, there were no behaviour incidents recorded on CPOMS for service premium children over the last academic year.