



South Gosforth First School

'Roots to grow and wings to fly'

South Gosforth First School

Pupil Premium Strategy Statement – 2026-2027

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	320 (294 excluding Nursery)
Proportion (%) of pupil premium eligible pupils	4.8% (14 pupils)
Academic year that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	November 2026, February 2027, June 2027
Statement authorised by	Mike Howard & Charlotte Hodgson (Co-Chairs of The Governing Body)
Pupil Premium Lead	Rob Bradley-Adams (Head Teacher)
Governor Lead	Laura Drew

Funding Overview

Detail	Amount
Pupil Premium Funding Allocation this Academic Year	£21,700
Pupil Premium Funding Carried Forward from Previous Years	£0
Total Budget for this Academic Year	£21,700

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 the 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 and our particular school context.

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 extra-curricular and 'Cultural Capital' opportunities to enable them to have equal access to enrichment activities and the curriculum offer.
- To ensure that disadvantaged pupils have strong attendance and punctuality so that they have full access to the curriculum offer.
- To ensure that disadvantaged pupils have strong oral and written communication skills.

We aim to do this through:

- Monitoring and tracking 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 pre-teach / catch-up intervention programmes.
- The school having a focus on supporting the emotional wellbeing of pupils. All behaviours are managed using a Restorative and Relational approach - 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 'Sensory Circuits', 'Time to Talk' Programme, 'Language for Thinking' Programme, Outdoor Adventurers Provision and Nurture Groups.
- 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 of school.
- 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 Phonics / Reading and Spelling / 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. As a result, this group of children can also struggle with sentence construction in their independent writing.
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 support their mental health and wellbeing.
4	Some disadvantaged pupils in Early Years and Key Stage 1 have some specific areas of difficulty in their speech and language skills. Additionally, some pupils in Key Stage 1 and 2 need to further develop their oracy skills.
5	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.
6	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 Phonics and Reading	Attainment and progress of disadvantaged pupils will be in line with their non-disadvantaged peers in Phonics and Reading and all disadvantaged pupils will achieve age-related expectations in the Phonics Screening Check
Progress in Spelling and Writing	Attainment and progress of disadvantaged pupils will be in line with their non-disadvantaged peers in Spelling and 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 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 S&L / Oracy Assessment Criteria and Bell Foundation Assessment Criteria for EAL pupils)
Speech and Language Acquisition in Early Years and Key Stage 1	Disadvantaged pupils in Early Years and Key Stage 1 will access appropriate 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.
Attendance and Punctuality	Disadvantaged pupils' attendance percentage will be 97% or higher. Disadvantaged pupils' punctuality will be in line with their non-disadvantaged peers.

Initiatives this Academic Year

The information below 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: £4,100

Activity	Evidence which supports this approach	Challenge number(s) addressed
To carefully track and assess pupils' acquisition of Phonics sounds and use this information diagnostically to regularly inform subsequent provision and catch-up support To promote and develop fluency in pupils' Phonics and Reading skills through explicit quality-first adaptive teaching approaches To improve pupils' written literacy skills through providing a consistent, systematic and progressive spelling programme, which is regularly evaluated for impact and adapted and refined accordingly To develop pupils' oracy skills through providing a structured and progressive teaching approach across school <u>This will be facilitated through:</u> Introducing the 'Little Wandle' Phonics Tracking system for use with pupils across school to enable staff to regularly identify gaps in pupils' phonics knowledge: Total Cost of 'Little Wandle' = £995 £500 to be paid from Pupil Premium funding £495 to be paid from SEND funding Resources to facilitate effective adaptive teaching practices to develop Phonics and Reading fluency: £300 The introduction of the 'Spelling Shed' programme, alongside additional resources to support the teaching of spelling and additional staff training: £250 for 'Spelling Shed' annual subscription £500 for additional resources and cover costs for training	<u>Academy 21 Research on 'How to Track Pupils Effectively' (based upon research from the Education Endowment Foundation – 2025)</u> <i>'The most significant advantage is early intervention. When student progress is tracked regularly, it is easier to identify when a student faces challenges grasping certain content, developing specific skills, or whether they are dealing with broader issues such as disengagement or social and emotional concerns. Intervening early helps schools allocate appropriate support, often by employing alternative provision specialists who can onboard new students swiftly. Tracking progress also allows teachers to adapt their approaches. As the Education Endowment Foundation (EEF) states, diagnostic assessments, such as hinge questions and low-stakes quizzes, provide teachers with immediate insights into students' understanding. These assessments allow educators to be responsive to students' needs, adjust their strategies, and provide valuable feedback.'</i> <u>Chartered College of Teaching: The Shift to Adaptive Teaching – A Research Informed Guide</u> <i>'The shift from differentiation to adaptive teaching marks a significant advance in creating more effective inclusive classrooms. While differentiation often increases teacher workload through extensive pre-planning and fixed groupings, adaptive teaching offers a more sustainable approach, focused on real-time responsiveness and appropriate support. By developing strong monitoring habits, maintaining a flexible toolkit of teaching strategies and making evidence-informed adjustments during lessons, teachers can create learning environments where all students, particularly those with SEND, can access challenging work and make meaningful progress.'</i> <u>Town End Research School (Wise Academies – 2025): Spelling – What Works and Why</u> <i>'Teaching for understanding - Spelling instruction is strengthened when pupils practise patterns through the direct teaching of dictation, sentence writing and extended writing, revisiting them over time and connecting them to morphology and meaning. These approaches support orthographic mapping and build confidence.'</i>	1

North Tyneside Oracy Programme delivered by Eve Morton (North Tyneside Literacy Specialist): £1,250 for the full academic year	<u>Education Endowment Foundation - What does the evidence base tell us about effective oral language practice? (2024)</u> <i>'A focus on the evidence would show that Oral language interventions can have a positive impact at all phases of education, but the impact is highest in the early years (+7 months), and higher in primary schools (+6 months) than in secondary (+5 months). Oral language approaches are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both. They aim to support pupils' use of vocabulary, development of ideas and spoken expression.'</i> <u>Education Policy Institute Research (Fletcher-Wood & Zuccolo – 2020): Teacher CPD and Training Impact on Pupil Outcomes</u> <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>	
Maths Lead (AL) to access 'Train the Trainer' CPD from The Great North Maths Hub on supporting pupils using a Mastery approach. This training will then be rolled out to all Teaching Assistants in school throughout the academic year 2026-2027. <u>This will be facilitated through:</u> Training for Maths Subject Leader and staff through ongoing Maths CPD throughout the academic year: £800 cover costs £500 for additional concrete resources to support disadvantaged pupils	<u>Education Endowment Foundation: 'Mastery Learning' – Impact Score = +5</u> <i>'The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.'</i>	2

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

Budgeted Cost: £8,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of high-quality adaptive teaching provision (with a focus on small group pre-teaching) targeting the 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 = £8,000 to be paid through Pupil Premium funding and the other £5,680 paid through SEND notional funding	<u>Education Endowment Foundation: ‘One to One / Small Group Tuition’ – Impact Score = +5 / +4</u> <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> <u>Nottingham Trent University – The Impact of Pre-Teaching Intervention (2025)</u> <i>Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017; Trundley, 2017; Earle and Rickard, 2017; Munk et al, 2010; Lalley and Miller, 2006).</i> <i>Pre-teaching prevents/minimises experiences of ‘failure’ in the lesson, where as re-teaching occurs after the difficult experience in the classroom (Lalley and Miller, 2006).</i> <i>When schools intervene after a lesson, the child has already struggled and may have negative feelings towards re-visiting work they have already found challenging (Polak, 2017).</i> <i>Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves (Minkel, 2015).</i>	1, 2
Specific disadvantaged pupils Early Years and Key Stage 1 will access tailored support from school-based staff to improve their speech and language and communication skills <u>This will be facilitated through:</u> A member of EYFS staff has recently completed the Level 3 ELKLAN / Gestalt Speech and Language accreditation through Newcastle Local Authority (RP) - Funded Programme. RP will now provide whole staff training and individual support for teaching and support staff based upon this programme in order to support our pupils with their speech and language skills: £300 for staff member to complete Implementation Training £500 for planning time and resources	<u>‘Elklan: Training to Support Language and Learning’ - Evaluation Reports</u> https://www.elklan.co.uk/EvaluationReports/	4

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

Budgeted Cost: £8,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue with an in-house outdoor learning offer ('Outdoor Adventurers') to support specific disadvantaged pupils' confidence and social skills <u>This will be facilitated through:</u> Staffing Costs: £30 per staff member (Outdoor Learning 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	<u>Forest Research, a research branch of the Department for Environment, Food and Rural Affairs (Defra)</u> <i>'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.'</i> <u>Review by education specialists Angela Garden and Graham Downes</u> <i>'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'.</i> <u>Breeze Forest School Research Findings (in association with Newcastle University)</u> This case study was based upon many pupils from our school https://scotswoodgarden.org.uk/images/documents/Breeze_Pilot_Report_ThirdEdition.pdf https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	3
Develop opportunities for disadvantaged pupils to access 'Cultural Capital' experiences linked to the arts, community and sports in order to enable them to have equal access to enrichment activities and the SGFS curriculum offer <u>This will be facilitated through:</u> Extra-Curricular Club contributions to payments for PP children (Half a term funded) = £1,500 Ballet Lorent Provision - £500 (other £1,000 from school budget)	<u>DfE – Extra-Curricular Activities, Social Skills and Social Mobility (2019)</u> <i>'Attending extra-curricular clubs is clearly linked to better academic progress, higher self-confidence, and improved long-term career and education prospects.'</i> <u>Education Endowment Foundation: 'Arts Participation' – Impact Score = +5</u> <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</i>	5

'Cultural Champions' CPD for 2 x Staff Members (through Royal Ballet & Royal Opera) culminating in an Arts Project based upon 'Identity and Belonging' - £350 Residential to Robinwood contributions (50% discount funding) = £450 NECA Careers Project = £200	<i>itself and that the value of arts participation should be considered beyond maths or English outcomes.'</i> <u>University of Cumbria – The Impact of Residential Experiences on Pupil Progress and Attainment</u> <i>'Residential visits for primary school pupils significantly boost student confidence, relationships, engagement with learning, and academic progress. Extensive research, such as the Learning Away Comparative Research Report, highlights concrete, positive outcomes for young children.'</i> <u>Evidence of Impact of Structured Careers Related Learning in Primary Schools:</u> https://www.careersandenterprise.co.uk/evidence-and-reports/insight-briefing-3-the-promise-of-primary/	
Provide Nurture Provision for pupils which is tailored to meet identified areas of need within their social and emotional development <u>This will be facilitated through:</u> Nurture Groups (from Autumn 2) 'Time to Talk' Programme 'Language for Thinking' Programme Relational Play Intervention Resources = £400 Staffing Costs: £60 per afternoon x 2 staff members = £120 per afternoon £120 x 30 weeks = £3,600	<u>DfE Queen's University Belfast: The Impact of and cost effectiveness of Nurture Groups in Northern Ireland</u> <i>'This evaluation found clear evidence that Nurture Group provision ... is highly successful in its primary aim of achieving improvements in the social, emotional and behavioural skills of children from deprived areas exhibiting significant difficulties.'</i> <u>Education Endowment Foundation - Improving Social and Emotional Learning in Primary Schools = +4</u> <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>	3
Provide intensive support through our In-House Attendance Officer for disadvantaged families where attendance falls below 96% and pupils have more than 3 late marks over half a term <u>This will be facilitated through:</u> Free School Meal pupils will have breakfast club places funded in order to encourage families to bring their children to school = £800 contribution	<u>DfE 'Working Together to Improve School Attendance'</u> <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 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>	6

Total Budgeted Cost: £21,700

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 (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
'Spelling Shed'	Education Shed Ltd
Primary Oracy CPD Programme	North Tyneside Local Authority
Teaching for Maths Mastery (Support Staff)	Great North Maths Hub
Boxall Nurture Groups	Nurture UK
'Time to Talk' Programme	LDA Ltd (Learning Development Aids)
'Language for Thinking' Programme	Routledge (Publisher)
Ballet Lorent Dance Provision	Ballet Lorent Ltd
Gestalt Speech & Language Accreditation	Elklan Ltd
EAL Bell Foundation Assessments	The Bell Foundation
Primary Careers Project	North East Combined Authority
'Cultural Champions' Programme	Royal Ballet & Royal Opera

Service Pupil Premium Funding (8 Pupils in Academic Year 2025-2026)

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.