

Pupil premium strategy statement – Kells Lane Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	421 + 32 Nursery
Proportion (%) of pupil premium eligible pupils	38 pupils (8.4%)
PP cohort breakdown	3 Targeted FSM 5 FSM6 (Ever 6) 12 Service Children 2 LAC (currently looked after) 16 PLAC (previously looked after – adoption/SGO/child arrangement order)
Academic year/years that our current pupil premium strategy plan covers	2025/26 to 2027/28
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Rachel Swinbank, Headteacher
Pupil premium lead	Michelle Wilson
Designated teacher for looked after and previously looked after children	Mrs Gray
Governor / Trustee lead	Jill Donabie

Funding overview

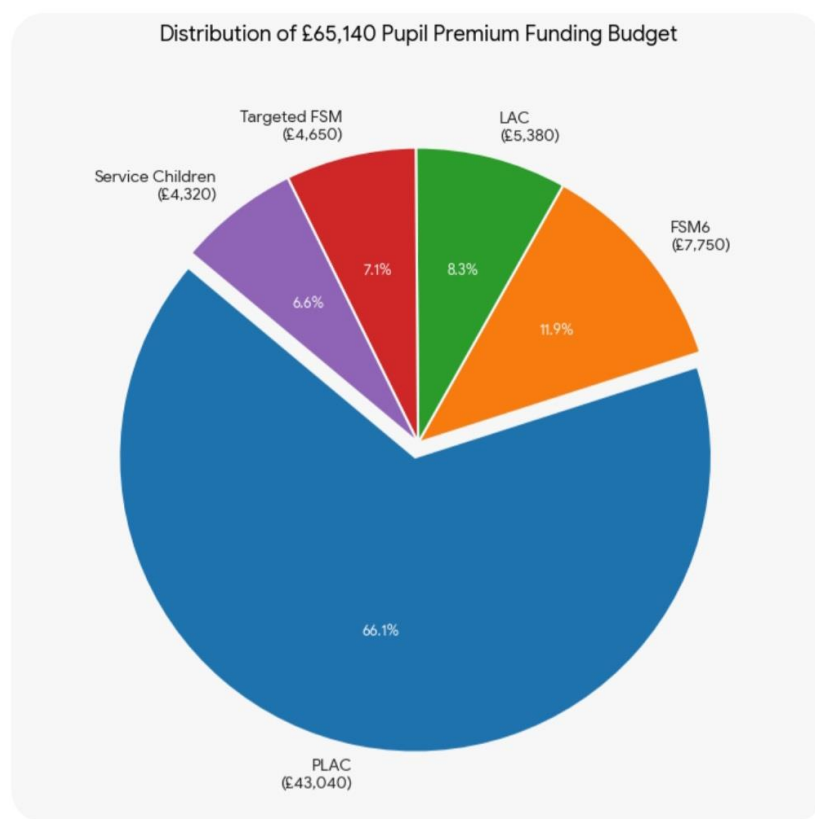
Detail	Amount
Pupil premium funding allocation this academic year	£65,140
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£65,140

Breakdown by pupil premium category:

Category	Pupils	Rate	Subtotal
Targeted FSM	3	£1,550	£4,650
FSM6 (Ever 6)	5	£1,550	£7,750

Category	Pupils	Rate	Subtotal
Service Child	12	£360	£4,320
LAC (currently looked after)	2	£2,690	£5,380
PLAC (previously looked after)	16	£2,690	£43,040
Total	38		£65,140

Of the total allocation, £4,320 is Service Pupil Premium, which is ring-fenced and reported separately in the Service Pupil Premium Funding section of this statement below. The remaining £60,820 (Targeted FSM, FSM6, LAC and PLAC) is allocated across the three tiers of activity set out in this plan. LAC funding is administered in consultation with the Virtual School Head and spent in line with each pupil's Personal Education Plan (PEP); PLAC funding is paid directly to the school and managed by the designated teacher.



Part A: Pupil premium strategy plan

Statement of intent

At Kells Lane Primary School, we are committed to raising aspirations and ensuring that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Our mission is to equip every child with the knowledge, skills and confidence to become successful, active citizens – and to help each child find their remarkable.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits the non-disadvantaged pupils in our school.

Our decisions are underpinned by the EEF Guide to the Pupil Premium, the DfE guidance Using Pupil Premium: Guidance for School Leaders and its menu of approaches, and the findings of the What Worked Education / North East Combined Authority Pupil Premium Strategies Report.

All pupil premium spending is in line with the DfE menu of approaches and follows the DfE's five-step approach: identifying challenges, using evidence, developing our strategy, delivering and monitoring, and evaluating and sustaining.

Current barriers to learning, identified through diagnostic assessment and pastoral data:

Wellbeing

- Low confidence and self-esteem, reducing engagement and aspirations
- Social, emotional and mental health challenges impacting learning and personal development
- The additional and specific needs of our 18 looked-after and previously looked-after pupils (2 LAC, 16 PLAC) – the majority of our disadvantaged cohort – means trauma-informed practice and dedicated therapeutic support are essential
- Challenges within the home environment, including limited parental capacity to support learning

Learning

- Phonological gaps persisting into KS2, limiting access to the wider curriculum
- Limited oral language and vocabulary development, particularly in the early years
- Early number and maths fluency

Addressing these barriers requires a whole-school approach, involving strong partnerships with families and external agencies.

Our Key Objectives:

- To close the attainment gap by ensuring access to high-quality, evidence-informed teaching and learning for all
- To accelerate progress for disadvantaged pupils so they achieve at least expected outcomes, with many exceeding expectations
- To support the personal development, well-being and resilience of all disadvantaged pupils
- To continue to embed trauma-informed practice across the whole school, given the majority of our disadvantaged pupils are looked after or previously looked after
- To improve FSM pupil attendance and support strong outcomes for our previously looked after pupils

Our Approach:

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage. To ensure our approaches are effective, our provision includes:

- A rich and inclusive curriculum that inspires ambition and nurtures individual strengths
- Consistently high-quality teaching that meets the needs of all learners
- Targeted academic support and timely interventions, based on robust assessment
- Extensive enrichment opportunities beyond the classroom, broadening experiences and aspirations
- A strong focus on attendance, behaviour, and well-being, ensuring all pupils are ready to learn
- Close collaboration with families to break down barriers and provide tailored support

At Kells Lane Primary School, we firmly believe that disadvantage should never be a barrier to success. Through our pupil premium strategy, we will ensure that every child receives the support, opportunities, and encouragement they need to achieve their full potential.

Achieving These Objectives

To close the attainment gap and ensure all pupils achieve their full potential, we have developed a strategic, evidence-informed approach that integrates high-quality teaching, targeted interventions, and wider support.

1. High-Quality Teaching and Engagement Strategies

Ensuring consistent high-quality teaching through research-based engagement strategies, including scaffolding, retrieval practice, and metacognitive approaches.

Personal pathways to enhance personalised learning, increase engagement, and provide instant feedback to accelerate progress.

Using adaptive teaching to ensure lessons are inclusive, accessible, and tailored to meet the needs of all learners.

Embedding oracy-rich teaching to develop language acquisition and communication skills from EYFS to KS2.

2. Accelerating Progress and Raising Attainment

Targeted academic interventions for disadvantaged pupils, ensuring they reach at least age-related expectations.

Focused support for higher-attaining disadvantaged pupils, enabling them to reach greater depth in learning.

Additional learning support, including small-group tuition and structured interventions in reading, writing, and maths.

3. Pastoral and Well-Being Support

Dedicated pastoral team providing behavioural and family support to remove barriers to learning.

Proactive attendance strategies, including early intervention for persistent absence.

Mental health and well-being initiatives, including access to Thrive, mentoring, and social-emotional learning programmes.

Regulation strategies taught across school for all children

4. Broadening Horizons Through Enrichment and Cultural Capital

Subsidised access to enrichment activities, including educational visits, residential, and cultural experiences

Commitment to providing a wide range of enrichment opportunities embedded in our curriculum

ensuring all children experience a range of aspirational opportunities before they leave primary school

Providing access to extracurricular activities that develop confidence, resilience, and ambition. Through these strategies, we ensure that pupil premium funding is allocated effectively, maximising impact and enabling every child to succeed, regardless of background.

Challenges

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

Challenge	Detail of challenge
1	To improve mental well-being, resilience, and emotional readiness to learn for disadvantaged pupils. Many disadvantaged pupils face social, emotional and mental health (SEMH) challenges that impact their ability to engage fully in learning. CPOMS and pupil voice show elevated rates of emotional and behavioural concern among disadvantaged pupils compared to their peers. Kells Lane operates on the principle of Regulate to Educate: a child who cannot regulate their emotional state cannot access learning. We are part of the TGMC (The Good Morning Club) Regulation Mapping programme, which provides a structured, school-wide approach to emotional literacy and positive emotional health, including a Digital Backpack

Challenge	Detail of challenge
	of daily regulation exercises. We are a Thrive school, with therapeutic practice embedded across our pastoral approach. Given that the majority of our disadvantaged pupils are LAC or PLAC, generic pastoral support is not sufficient. Whole-school trauma-informed training and dedicated, trained therapeutic capacity are required so that staff understand and respond appropriately to trauma-related behaviour, and so that pupils have consistent access to relationship-based, therapeutic support. Gateshead Virtual School supports this directly, including providing all staff with immersive VR-based Trauma Awareness training.
2	To support families with behaviour and regulation strategies at home. More families are requiring support with children at home linked to behaviour, sleep, regulation, building resilience at home, attachment and separation anxiety and how to apply safety settings to technology devices. We support families through the TGMC Parent Portal that extends the same tools into the homes of our disadvantaged families. We also offer family support through Family Thrive.
3	To improve phonological gaps persisting into KS2, limiting access to the wider curriculum Assessments and observations with pupils indicate underdeveloped phonological gaps persisting into KS2, limiting access to the wider curriculum. Star Reading data shows a vocabulary and reading comprehension gap that widens without targeted intervention. In September 2026 we began whole-school Read Write Inc. training, alongside a targeted KS2 fluency intervention, to address this.
4	To improve maths fluency and sound understanding of number Internal assessment data and teacher observations identify gaps in foundational number sense – including subitising, quantity understanding, and addition/subtraction fact fluency – particularly among disadvantaged pupils in EYFS, KS1 and lower KS2.
5	To ensure all disadvantaged pupils access enrichment opportunities to enhance cultural capital and personal potential. Many disadvantaged pupils have limited access to enrichment experiences that develop cultural capital and aspirations. We want disadvantaged pupils to access a broad range of experiences equivalent to their peers. Cost is not the only barrier: even where clubs and sporting opportunities are free or subsidised, disadvantaged pupils are less likely to put themselves forward, and may not be selected for competitive teams and events if selection relies on open trials alone. Our aim is to take direct responsibility for inviting disadvantaged pupils to clubs from the pupil premium register, and for disadvantaged pupils to be made first priority for places in sports events and fixtures representing the school.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved mental well-being, resilience and emotional readiness to learn for all disadvantaged pupils.	• Year-on-year reduction in behaviour and SEMH concerns tracked through CPOMS • TGMC Regulation Mapping data shows measurable improvement in regulation for identified pupils across the school day • All pupils can name and articulate their emotional state using consistent regulation language • Pupil voice surveys show improved confidence and emotional well-being

Intended outcome	Success criteria
	• Staff CPD on SEMH and self-regulation strategies leads to consistent classroom support • A full-time Thrive Practitioner is in post, providing individual and group therapeutic support prioritised for LAC/PLAC pupils • 2 teaching staff complete formal Thrive practitioner training, extending therapeutic capacity into everyday classroom practice • A lunchtime 'Thrive Hive' provides a consistent, calm, relationship-based space for vulnerable pupils, with attendance and engagement monitored
To support families with behaviour and regulation strategies at home.	• Parental voice shows increased confidence in applying behaviour and regulation strategies at home • TGMC Parent Portal adopted by disadvantaged families; engagement data shows increased participation in regulation at home • Families feel supported by school • The full-time Thrive Practitioner completes the Family Thrive Course and feels confident to support individual family needs • Nurture groups are established and running for identified pupils, with entry and exit assessed using Thrive's online assessment tool
Improved early reading, phonics and KS2 reading fluency, so that no disadvantaged pupil leaves Kells Lane as a struggling reader.	• Star Reading and phonics screening data show improved literacy outcomes for disadvantaged pupils, closing the gap with their peers year-on-year • Voice 21 oracy strategies embedded across all subjects, evidenced in learning walks and book studies • Disadvantaged pupils' reading outcomes at KS2 are within 5 percentage points of their peers • Increased use of Tier 2 and Tier 3 vocabulary, tracked through curriculum audits • Early language interventions (e.g., NELI) show measurable impact in EYFS/KS1 • Whole-school Read Write Inc. training completed; all staff delivering phonics with fidelity • Fast Forward to Fluency intervention in Y5/Y6 increase reading fluency • All 8 FSM and FSM6 pupils requiring reading support receive small-group phonics tutoring; progress tracked half-termly
To improve maths fluency and sound understanding of number	• Star Maths data show improved maths outcomes for disadvantaged pupils, closing the gap with their peers year-on-year • All 8 FSM and FSM6 pupils requiring maths support receive small-group tutoring alongside Number Sense Maths intervention; progress tracked half-termly • Disadvantaged pupils show measurable improvement in addition/subtraction fact recall and Multiplication Tables Check scores • Adaptive teaching strategies are consistently applied to stretch and support all learners. • Learning walks and lesson observations show high levels of active participation in Maths lessons

Intended outcome	Success criteria
All disadvantaged pupils access enrichment to enhance cultural capital, through both funded places and proactive targeting by office staff.	• Extracurricular club participation for disadvantaged pupils: 65%+ by 2026/27, 75%+ by 2027/28 • Office staff maintain and work systematically through the pupil premium register, inviting every disadvantaged pupil not currently attending a club each term • Disadvantaged pupils are given first priority for places in competitive sports events and fixtures representing the school • All disadvantaged pupils access curriculum-linked trips, residential and cultural experiences each academic year

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. All activity sits within the DfE's menu of approaches.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £33,420

Activity	Evidence that supports this approach	Challenge no.
Regulate to Educate Whole-school trauma-informed practice training for all teaching and support staff, given that the majority of our disadvantaged pupils are LAC or PLAC.	This is well evidenced as an effective whole-school behaviour approach and complements our TGMC Regulate to Educate ethos and trauma-informed training, providing staff with a consistent, relationship-first language for behaviour across the whole school. Attachment Aware and Trauma-Informed approaches are recommended by the DfE and Virtual Schools nationally for settings with significant numbers of looked after and previously looked after pupils. Training builds staff understanding of how early trauma and attachment disruption present in the classroom and equips staff to respond in ways that support regulation and learning rather than escalate distress. Complements our existing Thrive approach.	1, 2
CPD- Thrive practitioner training for 2 teaching staff, extending trained therapeutic capacity into everyday classroom practice alongside the full-time Thrive Practitioner.	The Thrive Approach is grounded in neuroscience and attachment theory; formally trained staff can assess pupils' social and emotional development and deliver targeted, individualised support. Extending this training to classroom teachers (not just pastoral staff) means therapeutic strategies are embedded where pupils spend most of their time.	1, 2
Quality First Teaching CPD: the Great Teaching Toolkit with structured CPD.	EEF: high-quality teaching is the single most important lever for disadvantaged pupil attainment; well-designed CPD adds up to +2 months of additional progress per year.	1, 2, 3, 4
SENDCo release (2 days/week) to coach staff in high-quality adaptive teaching, including cognition and learning group planning.	EEF SEND Guidance Report: pupils with SEND have the greatest need for excellent teaching; adaptive strategies benefit all learners.	1, 2, 3, 4
Mathematics Subject Lead release, leading whole-school implementation of Number Sense Maths (EYFS–KS2) and the NCETM Mastering Number programme.	DfE/NCETM non-statutory maths guidance; EEF Improving Mathematics in KS2–3: mastery and fluency approaches have strong evidence. The DfE explicitly signposts Mastering Number and maths hubs for CPD.	4

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

Budgeted cost: £24,142

Activity	Evidence that supports this approach	Challenge no.
Full-time Thrive Practitioner, providing individual and group therapeutic assessment and support, prioritised for our LAC and PLAC pupils and other identified vulnerable pupils.	The Thrive Approach is grounded in neuroscience and attachment theory and is widely used to support looked after and previously looked after children. Complements the 2 teaching staff trained as Thrive practitioners (see Teaching tier) and our TGMC Regulate to Educate approach.	1, 2
Nurture groups for identified pupils, providing small-group, relationship-based support to develop social, emotional and behavioural skills alongside academic learning.	Nurture groups are a well-established, evidence-informed intervention for pupils with social, emotional and attachment needs, particularly relevant given our LAC/PLAC cohort. Entry and exit are assessed using Thrive's online assessment tool, enabling measured impact.	1, 2
Small-group phonics tutoring, targeted specifically at pupils requiring additional reading support. Read Write Inc. phonics keep-up sessions and whole-school RWI staff training with a Y2 re-sit programme for pupils who did not meet the Y1 standard	EEF Phonics: +5 months, extensive evidence. EEF Small Group Tuition: +4 months. We have appointed a Phonics Lead Teacher to coach all staff delivering the Read Write Inc. (RWI) phonics programme, addressing Challenge 3. The Education Endowment Foundation (EEF) emphasises that systematic phonics instruction significantly enhances early reading skills, particularly for disadvantaged pupils, leading to an average of five additional months' progress. By providing targeted coaching, our Phonics Lead ensures consistent, high-quality phonics teaching across the school, fostering a language-rich environment and improving vocabulary acquisition. This approach equips teachers with effective strategies to support all learners in developing essential literacy skills.	3
Small-group maths tutoring, targeted specifically pupils requiring additional support with number sense and fluency.	EEF Small Group Tuition: +4 months. EEF Improving Mathematics in KS2–3. Delivered alongside, and reinforcing, the Number Sense Maths intervention below.	4
Fast Forward to Fluency: a computer-assisted KS2 intervention for pupils with persistent decoding, phonological or fluency gaps, delivered daily over 12–16 weeks and tracked via STAR Reading.	Provides a structured route to reading fluency and automaticity for pupils who have acquired basic decoding but continue to struggle with comprehension. Aligned to the DfE Reading Framework.	3

Activity	Evidence that supports this approach	Challenge no.
TGMC Regulation Mapping and emotional literacy (Regulate to Educate), including the Digital Backpack and Parent Portal.	EEF Social and Emotional Learning: +4 months. TGMC provides a school-wide framework for understanding and responding to pupils' emotional states, extended into the home via the Parent Portal. Works alongside our Thrive Practitioner and trauma-informed training.	1, 2

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

Budgeted cost: £3258

Activity	Evidence that supports this approach	Challenge no.
Lunchtime 'Thrive Hive': a calm, relationship-based, staffed space at lunchtimes for vulnerable pupils, particularly our LAC/PLAC pupils, who find unstructured social time difficult to manage. Sports coaches	Unstructured times (lunch and breaktime) are a well-recognised pressure point for pupils with attachment and trauma-related needs. A staffed, low-arousal space with consistent adults reduces dysregulation and behavioural incidents, and is a natural extension of our Thrive and trauma-informed approach. We employ specialist sports coaches to deliver high-quality after-school clubs, increasing participation in physical activity and team-based sports. The EEF notes that structured physical activities can boost cognitive function, self-regulation, and academic progress. By ensuring that disadvantaged pupils have equal access to extracurricular sports, we help develop resilience, discipline, and confidence, which contribute to improved attitudes towards learning. These activities also support the development of cultural capital, providing experiences that pupils may not otherwise access.	1, 5
Looked after and previously looked after pupils support: designated teacher (Mrs Gray) consults the Virtual School Head and ensures Pupil Premium Plus is aligned to each of our 18 LAC/PLAC pupils' Personal Education Plans (PEPs).	DfE statutory guidance on the role of the designated teacher and the use of Pupil Premium Plus for looked after and previously looked after children. LAC funding (2 pupils) is coordinated with the Virtual School Head; PLAC funding (16 pupils) is paid directly to the school.	1
Family Thrive course training	Training for the Thrive Practitioner on the Family Thrive to help support children and families. Strengthens home-school relationships, providing early intervention and support for vulnerable families. The Education Endowment Foundation (EEF) highlights that social and emotional learning (SEL) interventions lead to an average of four additional months' progress, particularly for disadvantaged pupils. These interventions help pupils develop self-management skills, emotional resilience, and positive	2

Activity	Evidence that supports this approach	Challenge no.
	relationships, which directly impact behaviour and learning outcomes.	
Cultural capital experiences promoted in the curriculum. (Subsidised trips/residentials) Forest School Club	We are committed to providing all pupils, particularly those from disadvantaged backgrounds, with rich, meaningful experiences that build cultural capital and broaden their horizons. These opportunities include: Subsidised trips and residentials – Ensuring all pupils access high-quality enrichment activities that enhance learning beyond the classroom. Forest School and Sports Coaching – Offering outdoor learning and physical education to develop resilience, teamwork, and self-regulation The Education Endowment Foundation (EEF) highlights that outdoor adventure learning supports collaborative problem-solving, metacognition, and self-regulation, leading to improved engagement and attainment. Additionally, Ofsted research (2019) emphasises the role of cultural capital in closing the opportunity gap for disadvantaged pupils. We ensure that all pupils, particularly disadvantaged pupils, have access to a wide range of before and after-school clubs, supporting both academic progress and personal development. Evidence from the Education Endowment Foundation (EEF) suggests that participation in extracurricular activities leads to increased engagement and improved academic outcomes. By fostering enjoyment and challenge in learning, these opportunities help pupils develop essential skills, raise aspirations, and improve motivation.	5

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Key Stage 2 (2025–26): 4 of 7 disadvantaged Year 6 pupils (57%) reached the expected standard in reading, 3 of 7 (43%) in writing, 3 of 7 (43%) in grammar, punctuation and spelling, and 3 of 7 (43%) in maths. 2 of 7 (29%) reached the combined expected standard in reading, writing and maths. These cohorts are very small, so each pupil represents roughly 14 percentage points and results should be read alongside individual pupil trajectories rather than as cohort averages. These are the weakest outcomes in our review and the clearest priority for this strategy.

Year 1 Phonics Screening Check (2025–26): 6 of 8 disadvantaged pupils (75%) met the expected standard, compared with 33% in 2024–25 (a smaller cohort). This is encouraging and reflects our investment in a strengthened daily RWI keep-up offer; whole-school RWI training in September 2026 and Fast Forward to Fluency in Key Stage 2 are designed to sustain it.

Year 4 Multiplication Tables Check (2025–26): 4 of 8 disadvantaged pupils (50%) achieved full marks (25/25).

Early Years Good Level of Development (2025–26): all 3 disadvantaged pupils (100%) reached a Good Level of Development. With a cohort this small, this is reported for transparency rather than as a trend; Voice 21 oracy provision, early language interventions and Number Sense Maths and NCETM Mastering Number in Nursery and Reception continue.

Taken together, outcomes were strongest in the early years and Year 1 phonics.

Our priority for 2026–27 is to carry the strength of our early reading and early years work through the school and to accelerate progress in reading, writing, grammar and maths in upper Key Stage 2, alongside improving FSM attendance (93.3% in 2025–26).

Our review also confirmed that, with 18 of our 38 disadvantaged pupils being looked after or previously looked after, generalist pastoral provision was not proportionate to the level of therapeutic need in our school. We have reviewed our strategy and introduced new investment in early reading (Fast Forward to Fluency, whole-school RWI training), mathematics (Number Sense Maths, NCETM Mastering Number, and small-group tutoring for FSM/FSM6 pupils), and therapeutic and trauma-informed provision (a full-time Thrive Practitioner, Thrive-trained teaching staff, Nurture groups, a lunchtime Thrive Hive, and whole-school trauma-informed training), alongside our existing TGMC Regulation Mapping and Parent Portal.

Externally provided programmes

The following non-DfE programmes were used to fund activity in the previous academic year, and continue into this strategy.

Programme	Provider
Family Thrive	Thrive Approach
TGMC Regulation Mapping and Parent Portal	The Good Morning Club (TGMC)
Great Teaching Toolkit CPD	Evidence Based Education
Thrive – full-time practitioner, Thrive practitioner training for 2 teaching staff, Nurture groups and lunchtime Thrive Hive	Thrive Approach
Whole-school trauma-informed practice training	Trauma-informed UK
Voice 21 oracy programme	Voice 21

Programme	Provider
Fast Forward to Fluency (KS2)	Shotton Hall Research School
Read Write Inc. phonics and whole-school training	Oxford University Press / Ruth Miskin Training
Number Sense Maths	Oxford University Press
NCETM Mastering Number	NCETM / Maths Hubs
STAR Reading	Renaissance Learning

Service pupil premium funding

Our Service Pupil Premium (SPP) allocation for 2025–26 is £4,320, calculated for our 12 service children. This funding supports the specific needs that can arise from the mobility and parental deployment associated with service life, including access to our lunchtime Thrive Hive and nurture provision, and additional pastoral check-ins during periods of parental deployment or family transition. Service children's attendance and wellbeing are monitored separately from our wider disadvantaged cohort, and any additional academic or emotional support needs are identified through the same diagnostic assessment process set out in this strategy. We will review the impact of this funding as part of our termly review process.

Further information (optional)

Additional activity

Our pupil premium strategy is supplemented by additional activity that is not funded by pupil premium. This includes:

- Our Deputy Headteacher completing The Difference's Inclusive Leadership Course this year, fully funded (www.the-difference.com). This is a year-long professional development programme for senior leaders of whole-school inclusion, combining regional in-person cohort days with practical application in school. Given that the majority of our disadvantaged pupils are looked after or previously looked after, this strengthens senior leadership capacity to embed inclusive systems and practice school-wide, complementing our trauma-informed training and Thrive provision above
- Our Deputy Headteacher also taking part, free of charge, in 'Thinking Differently for Disadvantaged Learners' (Challenging Education), a six-module online professional learning programme built on the RADY (Raising Attainment of Disadvantaged Youngsters) research base, covering leadership and teaching approaches specifically for disadvantaged learners. Learning from this will be shared with staff and used to inform this strategy's ongoing development
- All staff receiving immersive Trauma Awareness training using VR headsets, provided free of charge by Gateshead Virtual School. This experiential approach gives staff a first-hand simulated understanding of a child's perspective and physiological experience of trauma, deepening the impact of our classroom-based trauma-informed training above. This is provided directly through our relationship with the Virtual School Head and reflects the majority of our disadvantaged pupils being looked after or previously looked after
- Whole-school implementation of the TGMC Regulate to Educate approach, including staff training in emotional literacy and regulation mapping, benefiting all pupils
- The What Worked Education / North East Combined Authority Traffic Light Self-Assessment Tool, used annually by the leadership team before publishing our statement
- The What Worked Education Staff/Governor Discussion Questions, used at our annual governor review of this strategy

Planning, implementation and evaluation

In planning our strategy, we evaluated why activity in previous years had not always had the degree of impact we expected, drawing on the What Worked Education / North East Combined Authority Pupil Premium Strategies Report 2024–25. This confirmed that our region's schools typically reference only 2 of the EEF's 5 high-impact strategies, with metacognition, feedback and peer tutoring most under-used – a pattern reflected in our own 2024–25 statement, and one we have deliberately addressed in this plan.

We triangulated evidence from multiple sources, including STAR Reading and phonics screening data, CPOMS and ClassDojo pastoral data, attendance records, and discussions with staff, parents and pupils, to identify the challenges set out above.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase, to diagnose specific pupil needs and work out which activities are likely to work in our school. We will continue to use it through implementation.

Roles, responsibilities and monitoring:

- The Pupil Premium Lead holds accountability for delivery and impact monitoring, with each activity assigned a named lead professional
- STAR Reading and phonics data are reviewed each half-term; attendance data is reviewed frequently
- Pupil voice surveys and Pupil Book Studies are conducted frequently to evaluate the impact of our curriculum
- Learning walks with a pupil premium focus are conducted termly, with findings feeding into CPD

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. In summary, our priorities develop across the three years as follows:

- 2025–26 – Begin Fast Forward to Fluency and Number Sense Maths; roll out TGMC Regulation Mapping and Parent Portal; establish attendance and enrichment baselines
- 2026–27 – Embed and accelerate: complete whole-school RWI training (September 2026); review impact of first-year interventions; close the FSM attendance gap towards 95%+
- 2027–28 – Sustain and excel: all five EEF high-impact strategies embedded in everyday practice; disadvantaged attainment gaps in reading and maths narrowed to within 5 percentage points of peers; FSM attendance sustained at 96%+

Related documents

This statement should be read alongside our Inclusion Statement (published by December 2026), which sets out our whole-school approach to inclusion – including SEND provision, EAL, and support for all vulnerable groups, not only those eligible for pupil premium. Where the two documents cover the same ground – for example, TGMC Regulation Mapping, Thrive provision, and whole-school trauma-informed training – the Inclusion Statement describes these as whole-school approaches benefiting every pupil, while this statement focuses specifically on how they are funded and targeted for our disadvantaged pupils.