



# Tudhoe Colliery Primary School Pupil Premium Strategy Statement 2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2024-25 academic year) 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	Tudhoe Colliery Primary School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Allison Boustead
Pupil premium lead	Allison Boustead
Governor lead	Jill Nicholls

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,604
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£72,604

# Part A: Pupil premium strategy plan

## Statement of intent

At Tudhoe Colliery Primary School, we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by

- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Ensuring flexibility in our approach, adapting staffing/strategies based on current data analysis in order to best meet the needs of our children.
- Having high expectations for all pupils and ensuring all staff believe that all children can achieve well.
- Using evidence based approaches to ensure that the strategies employed to address disadvantage are effective.
- Remembering that Pupil Premium is just one measure of being disadvantaged. In developing provision for socially disadvantaged pupils we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Low starting points:</b> Our disadvantaged pupils commonly show lower levels of literacy and language on entry to school, compounded by the fact our pupils come from up to 7 different nurseries, or have no nursery provision at all.
2	<b>Less engagement with home reading:</b> Less engagement in supporting children at home with reading means we need to ensure children have opportunities to read regularly in school. Additional reading interventions are often needed to support disadvantaged children's reading progress.
3	<b>Weaknesses in Basic Number:</b> Although external data is strong for disadvantaged children in maths (83% KS2 2023 and 50% KS2 2024 with much lower numbers of PP children), within school we are aware of issues with disadvantaged children's basic understanding of number.
4	<b>Weaker speech and language skills:</b> Our disadvantaged children often have weaker speech and language skills and are less confident when speaking in front of others.
5	<b>Lack of Parental Engagement:</b> Parents of disadvantaged children are less likely to engage within school events linked to learning e.g learning together sessions and show less engagement with existing school methods of communication.

6.	<u>Lack of resilience and ability to emotionally regulate:</u> We have seen an increase in PP children struggling with self-regulation and to manage 'big emotions' and key life events/changes.
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## 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
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	<p>Target of 80% of disadvantaged children meeting GLD at the end of Reception.</p> <p>All children making strong progress from baseline starting points.</p>
Ensure that disadvantaged pupils become fluent confident readers.	<p>Numbers of disadvantaged pupils passing the phonics test in Year 1 and reaching ARE in Reading in all year groups higher than 80%.</p> <p>Assessment data shows disadvantaged children are becoming fluent readers.</p>
Ensure that disadvantaged pupils are confident in basic number, including times tables and arithmetic.	<p>Target of 80% of PP children achieving ARE in Maths at the end of KS2.</p> <p>Average Point Score for Times Table Check in Year 4 to increase for disadvantaged pupils to 22/25 with an increase in numbers of children scoring 25/25 from 2024 data.</p> <p>Internal MNP data shows disadvantaged children making strong progress in basic number and arithmetic.</p>
Ensure speech and language skills are not a barrier to learning for our disadvantaged children by providing timely and effective intervention.	<p>Interventions are clear and targeted and assessment of starting points is accurate.</p> <p>Staff subject knowledge and confidence in supporting children in speech and language issues improves, evident through observations and staff voice.</p> <p>Assessments show children make strong progress in speech and language interventions.</p> <p>Reduction in numbers of children requiring speech and language interventions during the 3 years covered by the strategy plan.</p>

<p>Ensure more effective involvement from parents of disadvantaged children in their children's learning.</p>	<p>One adult per disadvantaged child registered on all communication apps.</p> <p>Clear communication plan in place for staff with expectations in terms of communication between school and home.</p> <p>Effective and consistent communication about what children are learning in school.</p> <p>Parents speak positively about involvement in their child's learning.</p>
<p>Ensure disadvantaged pupils have strategies to communicate and deal with their emotions.</p>	<p>Children in social and emotional interventions on a short-term basis – progress from individual baselines is evident.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£37,920**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure high quality targeted group work within Reception and KS1, using an additional full time apprentice TA in Reception and Year 2 to ensure high staffing levels and to allow for more targeted support.</p>	<p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p> <p>All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds.</p> <p><i>EEF Early Years toolkit: Early Literacy Approaches - additional 6 months progress</i></p>	<p>1</p>

<p>Ensure all children are receiving high quality phonics teaching across Reception and Key Stage 1, by ensuring all staff are RWI trained and receive regular coaching in effective phonics teaching.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><i>EEF Teaching toolkit: Phonics – additional 5+ months progress</i></p> <p><i>RWI is an approved DFE Phonics Programme</i></p>	<p>2</p>
<p>Support staff with adaptations to the Maths No Problem programme based on the identified needs of children with their classes.</p> <p>Develop approach to teaching of basic number facts through the implementation of Number Sense across KS1 and Times Table Fluency in Y3/4.</p>	<p>The EEF produced a guidance report on improving Mathematics in KS2 and 3 with several recommendations:</p> <ol style="list-style-type: none"> <li>1. Use assessment to build on pupils' existing knowledge and understanding</li> <li>2. Use manipulatives and representations</li> <li>3. Teach pupils strategies for solving problems</li> <li>4. Enable pupils to develop a rich network of mathematical knowledge</li> <li>5. Develop pupils' independence and motivation</li> <li>6. Use tasks and resources to challenge and support pupils' mathematics</li> </ol> <p><i>EEF: Improving Maths at KS2 and KS3</i></p>	<p>3</p>
<p>Embed the principles of 'Teaching at Tudhoe Colliery' and 'Teaching on a Page' across school, through use of coaching, targeted CPD and a consistent approach to teaching.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><i>EEF Evidence Based Guide for School Improvement Planning 2021-22</i></p>	<p>1, 2 and 3</p>

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

Budgeted cost: £19,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop effective approaches to speech and language, through targeted speech and</p>	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All</p>	<p>4</p>

<p>language interventions using Wellcomm.</p> <p>Develop staff expertise and subject knowledge in speech and language development through regular training.</p>	<p>children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p><i>EEF toolkit: Communication and language approaches - additional 6 months progress</i></p>	
<p>Ensure targeted intervention to ensure all pupil premium children are supported to become confident readers, through</p> <ol style="list-style-type: none"> <li>1. Targeted interventions in reading and phonics.</li> <li>2. Access to a broad range of texts and vocabulary through the 'Always texts' – not limited by point 1 above.</li> </ol>	<p>Identifying pupils who are struggling with their literacy is the first step. This requires teachers to collect accurate and up to date information about pupils' current capabilities, so that they can adapt their teaching to focus on exactly what each pupil needs to progress. <i>(EEF Improving Literacy in KS1)</i></p> <p>Target Teaching and support by accurately assessing pupil needs... Once pupils are identified as struggling, the first step should be to accurately diagnose the specific issue(s) and then carefully plan how to support the pupil. <i>(EEF Improving Literacy in KS2)</i></p> <p>Identifying pupils who are struggling with their literacy is the first step. Diagnostic assessments should then be used to understand the nature of the pupils' difficulty, and match them to an appropriate intervention <i>(EEF Improving Literacy in KS1)</i>.</p>	2
<p>Release DHT to run 1:1 conferencing in Times Tables with Year 4 disadvantaged pupils.</p>	<p>One of the 7 key recommendations in EEF Improving Maths in KS2 and KS3 is around effective structured interventions. Within this, they outline that links should be made between intervention and whole class instruction, which will be achieved through the class teacher running the interventions:</p> <p>Ensure that connections are made between intervention and whole-class instruction. Interventions are often quite separate from classroom activities. The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. It should not be assumed that pupils can consistently identify and make sense of these links on their own. <i>(EEF Improving Maths in KS2 and KS3)</i></p>	3



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

Budgeted cost: £14,934

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review current communication systems in school and their purpose/effectiveness, moving towards Seesaw as a more personalised method of communication with parents.	<p>School communications with parents are likely to be more effective if they are personalised, linked to learning, and framed positively (for example, celebrating success). There are several evaluations of programmes using text messaging to prompt conversations about learning at home and provide parents with tips or information about children's learning. In most cases, these involve weekly texts sent from school to parents, although the insights from these approaches could be applied to other forms of communication.</p> <p><i>EEF Parental Engagement Guidance Report</i></p>	5
Adapt the focus of the School Counsellor to involve effective small group emotional interventions, in addition to targeted 1:1 support.	<p>Research from the University of Roehampton in collaboration with the BACP, showed School-based humanistic counselling is effective and led to significant reductions in pupils' psychological distress over the long-term, compared to pupils who only received pastoral care.</p> <p>The study also found pupils who were offered counselling experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals.</p>	6
Develop staff awareness of teaching self-regulation strategies to children and develop self-regulation areas within each classroom.	<p>Research shows efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment. (<i>EEF Social and Emotional Learning</i>)</p> <p>EEF Toolkit: Additional 4 months progress</p>	6

Total budgeted cost: £72,609

## 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 through the three years of the previous Pupil Premium Strategy.

Intended outcome	Outcome by 2023/24
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	<p>An 80% target was set for PP children reaching GLD by the end of Reception, however this was 57% in 2023/24, 33% in 2022/23 and 67% in 2021/22.</p> <p>We have seen an increase in SEND needs for children starting Reception and whilst children are making strong and rapid progress from starting points, meeting national expectations by the end of Reception is not always achievable.</p> <p>We will continue this as a target into our next 3 year Pupil Premium Strategy.</p>
Ensure that disadvantaged pupils become fluent confident readers.	<p>2023/24 data shows 75% of PP children reached ARE in Year 6; this figure was 83% in 2022/23, but reflects a very small number of disadvantaged children: 13% compared to 40% in 2023/24.</p> <p>Phonics results are strong for PP children with 100% of children passing the phonics check in 2023/24.</p> <p>Internal data also shows that disadvantaged children are achieving well within reading and in line with the 80% target set at the start of the 3 year strategy.</p>
Ensure interventions are targeted, effective and run by highly trained staff.	<p>Staffing changes and increases in numbers of children with significant SEND needs have impacted interventions and have meant a reduction in the number of interventions offered in school.</p> <p>Reading and Speech and Language interventions have been prioritised and data indicates interventions are having impact and children are making strong progress from baselines.</p>
Ensure staff are highly skilled in using formative assessment to identify specific	Formative assessment and adapting lessons according to ongoing assessment



<p>areas children need to improve and ensure actions are taken to address these issues.</p> <p>Ensure assessment is accurate and effective in helping disadvantaged children keep up/catch up.</p>	<p>and need have been a focus throughout the 3 year strategy.</p> <p>A clear assessment schedule is in place and staff are confident in identifying and planning next steps, leading to strong progress for pupil premium children.</p>
<p>Ensure disadvantaged pupils are clear and confident speakers.</p>	<p>Speech and Language continues to be an issue with our disadvantaged children. Evidence from interventions shows that internal speech and language interventions through Wellcomm have had an impact, with 92% of PP children making progress from starting points.</p> <p>Ongoing monitoring and discussions with staff have identified vocabulary as an ongoing issue for disadvantaged pupils and this is being addressed through the SIP for 2024/25.</p>
<p>Ensure all children have an opportunity for wide curriculum enrichment through the extra curricular activities and the Tudhoe 30.</p>	<p>70% of PP children attended at least one after school club in 2023/24 which was up from 50% in 2022/23. This will continue into 2024/25 with clubs targeted at children's interests and ongoing tracking.</p> <p>All children continue to have access to the full Tudhoe 30, with school and The Friends of the school fully subsidising the cost of trips so there is no cost to parents; the only exception to this being residential trips.</p> <p>Not paying for trips through the year has made residential more affordable for parents, with 81% of eligible PP children, attending the London residential in summer 2024.</p>
<p>Ensure disadvantaged pupils display effective independent learning behaviours and have strategies to communicate and deal with their emotions.</p>	<p>Learning Behaviours continue to be strong across school, with no significant differences between PP and non-PP children. Where there are differences, these are attributable to significant SEND needs.</p> <p>Resilience and having strategies to deal with emotions continues to be an issue and several of our PP children have accessed support through pastoral interventions and the school counsellor through 2023/24.</p>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Read Write Inc	Oxford University Press
Maths No Problem	Maths No Problem