



Tudhoe Colliery Primary School Pupil Premium Strategy Statement 2025-26

This statement details our school's use of pupil premium (for the 2025-26 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	212
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
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	£74,792
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£74,792

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	Low starting points: 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	Less engagement with home reading: 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	Weaknesses in Basic Number: 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	Weaker speech and language skills: Our disadvantaged children often have weaker speech and language skills and are less confident when speaking in front of others.
5	Lack of Parental Engagement: 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.
----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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: **£38,164**

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 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"> 1. Use assessment to build on pupils' existing knowledge and understanding 2. Use manipulatives and representations 3. Teach pupils strategies for solving problems 4. Enable pupils to develop a rich network of mathematical knowledge 5. Develop pupils' independence and motivation 6. Use tasks and resources to challenge and support pupils' mathematics <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>
<p>Implement a new approach to teaching handwriting across school with a focus on developing core strength and writing fluency.</p>	<p>Accurate letter formation is an essential early skill that forms the basis of a fluent handwriting style. However, it is also important to focus on the speed of pupils' writing as well as the accuracy.</p> <p>Slow or effortful transcription hinders writing composition as pupils have to concentrate on monitoring their handwriting and spelling and are less able to think about the content of their writing. There is no quick way to develop these essential skills other than through regular and substantial practice.</p> <p><i>EEF Improving Literacy in KS1</i></p>	<p>1</p>

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

Budgeted cost: £18,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop effective approaches to speech and language, through targeted speech and language interventions using Wellcomm.</p> <p>Develop staff expertise and subject knowledge in speech and language development through regular training.</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 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>	4
<p>Ensure targeted intervention to ensure all pupil premium children are supported to become confident readers, through</p> <ol style="list-style-type: none"> 1. Targeted interventions in reading and phonics. 2. Access to a broad range of texts and vocabulary through the 'Always texts' – not limited by point 1 above. 	<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

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

Budgeted cost: £18,148

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop current communication systems in school and their purpose/ effectiveness, using Seesaw as a more personalised method of communication with parents.</p>	<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>	<p>5</p>
<p>Adapt the focus of the School Counsellor to involve effective small group emotional interventions, in addition to targeted 1:1 support.</p>	<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>	<p>6</p>
<p>Develop new KS1 transition and social/emotional intervention area for Year 1 and 2 to access play based provision and targeted emotional interventions.</p>	<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> <p>On average, the studies of play that measure impact found that play-based learning approaches improve learning outcomes by approximately four additional months.</p> <p>Positive outcomes have been identified for a range of early learning outcomes including language, early literacy, early numeracy and a range of other cognitive outcomes. Play-based approaches can have substantial benefits for children who are identified as</p>	<p>6</p>

	having social, emotional, or educational difficulties.	
	EEF EYFS Toolkit: Additional 4 months progress	

Total budgeted cost: £74,792

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 2 performance data, phonics check results and our own internal assessments.

Data headlines:

- Data continues to show the impact of phonics and reading interventions, with **86% of PP children passing the Year 1 Phonics check**, and 71% of children scoring 37+.
- Within the Times Table check, **PP children scored an average of 22.4** which was higher than the value for national non-disadvantaged pupils in 2023/24 (21.3) and well above the National average score for disadvantaged pupils for the same year which was 18.9.
- In Year 6, **86% of PP children reached expected standard in Reading and Writing and 100% in Maths**, exceeding our target of 80%. **71% of PP children achieved an age related score for Reading, Writing and Maths combined.** Nationally in 2024, this figure was 46% for disadvantaged pupils and 67% for non-disadvantaged pupils.

Reception data for PP GLD was lower than targeted at 33% however this is in part due to very small numbers in Reception 2024/25 with only 3 pupils eligible for Pupil Premium.

The Behaviour Wheel continues to have a strong impact and observations have shown positive independent learning behaviours of disadvantaged pupils. Behaviour log information also shows no significant difference between PP and non-PP children and where there are differences, this can also be attributed to SEND needs. Management of emotions and self-regulation continue to be an issue for some disadvantaged children, particularly within KS1.

Data continues to show the positive impact of Maths No Problem, with increased reasoning scores across the school. This is reflected in the positive data for Year 6 highlighted above.

In terms of basic skills, monitoring has shown some emerging issues in terms of handwriting for disadvantaged pupils, particularly within EYFS and KS1. This has been addressed through the purchase of a new handwriting programme which will be in place fully from September 2025.

Parental feedback on the new approach to communication has been very positive and we have seen an increase in engagement from all parents and particularly those of disadvantaged children.

Staffing changes, staff changing hours and an increase in children with high level needs requiring high levels of adult support has impacted intervention time across school. We are prioritising interventions in reading, phonics and speech and language with specific members of staff taking on these roles. For 2025/26 we are also developing more flexible approaches to 'as and when' interventions based on ongoing assessments within classes.

These results mean that we are on course to achieve the outcomes that we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

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