

# Shotley Bridge Primary School



## Pupil Premium Strategy Three Year Plan

2025/2026

2026/2027

2027/2028

# Shotley Bridge Pupil premium Strategy Statement 2024/25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Shotley Bridge Primary School
Number of pupils in school	371
Proportion (%) of pupil premium eligible pupils	12.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	March 2026 July 2026
Statement authorised by	Mr D Grimes (Chair)
Pupil premium lead	Mrs V. Atkinson (Headteacher)
Governor / Trustee lead	Mr D. Grimes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,025
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£53,025

# Part A: Pupil premium strategy plan

## Statement of intent

At Shotley Bridge Primary School, we believe that all children have the right to reach their true potential and we strive to remove barriers that enable this to be possible. Our children develop skills to become active members of school, community and society. Pupil Premium expenditure is planned and targeted to ensure that resources are allocated to maximise opportunities for all pupils, and this is linked to the desired outcomes.

We aim to provide a consistently high quality of teaching and learning across school and we believe that teaching and learning opportunities should meet the needs of all children. We aim for a consistent approach across the school and prioritise high quality CPD for all staff, including that which has a focus on addressing the more complex needs of individual children.

We place great value on providing enriching experiences that go beyond the classroom curriculum and believe that these opportunities help to inspire curiosity, build confidence, and create lasting memories for our children. These experiences play a vital role in our commitment to developing well-rounded, enthusiastic learners. We ensure that every child has opportunities to participate in these activities as well as extracurricular activities which improve confidence, readiness to learn, attendance and well-being.

Our aim is that all pupils, including our Pupil Premium children, make good and accelerated progress across the curriculum, so their attainment is more in line with their peers. Where possible, we use same-day opportunities and quality first teaching to close gaps in lessons through live marking and feedback. We ensure that appropriate provision is made through effective assessment of needs and targeted groups. Where appropriate, some children benefit from individual and group support which best suits their needs. This may be within the classroom or offered as additional learning opportunities.

The approaches we have adopted complement each other to help pupils excel. The strategy plan is not an exhaustive list, and strategies may change and develop based on the needs of individuals. We recognise that in our setting, not all socially disadvantaged pupils are registered or qualify for free school meals. We also recognise that not all children who receive free school meals are socially disadvantaged. We will therefore allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable, including those with a social worker or young carer.

To ensure our strategies are effective, we will:

- Ensure disadvantaged pupils are appropriately challenged in their learning
- Intervene early when an area for development is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations in relation to their achievement.

## Challenges

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

Challenge number	Detail of challenge
1	Generally, children who are eligible for Pupil Premium do not enter early years at age related expectations; communication and language are poor. This means they need to make more progress than their peers to catch up.
2	Data at the end of KS1 and KS2 shows some disadvantaged pupils do not perform as well as their non-disadvantaged peers in reading, writing, maths and SPaG. This slows their progress in all curriculum areas that demand effective strategies.
3	Observations and dialogue with pupils highlight that some pupils eligible for Pupil Premium do not experience as many enriching opportunities compared to our non-disadvantaged children. This impacts on the wealth of knowledge they have to draw on to access many aspects of the curriculum.

## 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 Early Years make rapid progress in all areas to meet national standards.	Pupils eligible for Pupil Premium funding progress to be in-line with their non-disadvantaged peers in terms of achieving a Good Level of Development. The gap between disadvantaged and non-disadvantaged pupils narrows/closes.
Percentage of Pupil Premium pupils achieving expected standard in reading, writing, maths and SPaG will be in-line	Pupils make progress through teachers' use of quality first teaching and targeted support. The gap between disadvantaged and non-disadvantaged pupils narrows/closes.

with their non-disadvantaged peers.	
Pupils have equality opportunities and access to a range of enrichment activities.	Experiences promote understanding of the wider world, build aspirations and promote confidence and self- esteem. Pupils eligible for Pupil Premium funding engage and participate in the school's rich extra-curricular offer. Pupil voice shows pupils have a greater understanding of the world and their place within it.

## 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: £26,512.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure high-quality staff CPD is delivered in a range of curriculum areas.	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings, twilight training sessions and INSET days.</p> <p>EEF Guide to the PP - "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."</p> <p>School leaders should focus on the key mechanisms of effective professional development – such as goal setting, feedback or revisiting prior learning – when selecting or designing new training for teaching staff, according to a new guidance report published today by the Education Endowment Foundation (EEF).</p>	1, 2, 3
Ensure all children receive good/outstanding quality first teaching and access quality feedback to enable progress.	"Providing feedback is a well-evidenced intervention and has high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve." (EEF)	1, 2, 3
Redeployment of an existing HLTA to work with small groups and 1:1.	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. (EEF)	1, 2
CPD – Development of our reading curriculum to	EEF claim that evidence has consistently highlighted that both decoding (the ability to translate written words into the spoken the	1, 2

<p>support reading fluency from Y2.</p> <p>DHT/English Lead attending training throughout the year.</p> <p>DHT/English Lead delivering CPD to staff in school throughout the year.</p>	<p>sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own.</p> <p>EEF evidence states that when teaching many pupils “they need to be taught explicitly and consistently” and that “It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.”</p>	
<p>Embed a consistent approach to teaching phonics.</p>	<p>The Little Wandle approach has a strong evidence base that indicates a positive impact on the accuracy of word reading and reading fluency through their lesson plans.</p> <p>The Little Wandle catch-up intervention programme ensures that no child is left behind.</p> <p>EEF claim that phonic approaches have a strong evidence base to have a positive impact in the development of early reading in pupils, particularly from disadvantaged backgrounds.</p>	<p>1, 2</p>
<p>Embed a consistent approach to teaching maths to improve fluency, reasoning and problem solving, which will improve progress/attainment at the end of KS2.</p> <p>Staff CPD delivered by lead around problem solving activities/worked examples (following research/trials)</p>	<p>On average, mastery learning approaches are effective, leading to 5 months progress. (EEF)</p> <p>School leaders should focus on the key mechanisms of effective professional development – such as goal setting, feedback or revisiting prior learning – when selecting or designing new training for teaching staff, according to a new guidance report published by the Education Endowment Foundation (EEF).</p>	<p>1, 2</p>

Staff CPD delivered by lead to all staff around lesson structure including key vocabulary, counting, modelling, representations, variation and use of manipulatives.		
<p>Implementation of diagnostic assessment materials to identify baselines and progress eg. Little Wandle, Test Base materials</p> <p>Staff training to use diagnostic assessment materials effectively and consistently to support moderation/teacher assessment.</p>	<p>Diagnostic assessment materials can provide reliable insights into the strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions/ teacher instruction.</p> <p>(Standardised tests, Assessing and Monitoring Pupil progress)</p>	1, 2
<p>Ensure the foundation curriculum is designed in a way that ensures children know, use and remember more.</p> <p>Provide opportunities for subject leaders to have quality time to ensure the subject they lead is progressive and that knowledge and skills link together across year groups and keystages.</p>	<p>Learning happens when pupils make sense of ideas in relation to what they already know. When we talk about knowledge in the long-term memory, we often refer to this as Sticky knowledge. Sticky knowledge is effectively the knowledge that stays with us forever. (Kirschner, Sweller and Clarke, 2006)</p> <p>Teaching approaches that ensure long term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial (EEF).</p>	1, 2, 3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF)</p> <p>There is much evidence to support (EEF) that associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved</p>	1, 2, 3



<p>Build staff and pupil resilience by accessing Durham's resilience programme/project.</p> <p>Wellbeing strand woven into PSHE curriculum.</p> <p>Increase staff and pupil wellbeing through access to school therapy dog.</p> <p>Nurture Hub (opened in September 2024) will create opportunities for targeted support.</p>	<p>academic performance, attitudes, behaviour and relationships with peers)</p> <p>Therapy Dogs Nationwide - Attending school once a week can raise not only the reading standard of the children but help with their self-confidence and behaviour, and with their social and emotional welfare too.</p>	
<p>Opportunities for children to engage in planned dialogic/oral activities across the whole curriculum. The reason behind this is to support pupils to articulate key ideas, engage in meaningful dialogue, consolidate understanding and extend vocabulary.</p> <p>Lego Therapy/Social Story interventions to encourage improving communication skills.</p>	<p>There is strong evidence (EEF) that suggests oral language interventions and high-quality classroom discussions are inexpensive to implement but also have high impact.</p> <p>EEF Early Language Development reinforces the approach especially in terms of adult interactions- hence the need for additional staff to model this.</p>	1, 2, 3
<p>High quality marking and feedback embedded and monitored to support and challenge learning for both teachers and support staff.</p> <p>Use your head challenges/hashtags introduced to challenge higher attaining children including those who are disadvantaged.</p>	<p>DISS project highlights the importance of support staff working with children of all abilities and not becoming depended on by lower attaining pupils. It also shows the importance of access to quality first teaching from the class teacher for all pupils.</p> <p>The effectiveness of live marking is shown in the flying high partnership 'reducing teacher workload' review – gov.uk</p>	1, 2, 3
<p>EYFS staff to access training facilitated by Northern Lights Early</p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young</p>	1

<p>Years Stronger Practice Hub and Durham LEA to support development of the environment in line with EYFS curriculum and the needs of the children in our context.</p> <p>EYFS lead receives termly intense support from Northern Lights Early Years Stronger Practice Hub to support development of planning and the environment in line with EYFS curriculum and the needs of the children in our context.</p>	<p>children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as sustained, shared thinking or guided interaction. Approaches usually involve an early years professional, nursery teacher or teaching assistant, who has been trained in the approach, working with a small group of children or individually to develop spoken language skills. EEF – Communication and Language approaches.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13,256.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics interventions within a small group following on from Little Wandle assessments where children have not retained new sounds.</p> <p>Y2/3 children to access additional phonics teaching where necessary.</p>	<p>Small group tuition teaching strategy from the EEF teacher toolkit indicates moderate impact (+4 months)</p> <p>EEF trials have shown how, when staff are properly trained and supported, teaching assistants working in structured ways with small groups can have a positive impact on pupils' progress.</p>	1, 2

<p>Catch-up intervention/pre teach in small groups following on from lessons so that all children are able to have access to additional support to help them achieve across the curriculum.</p>	<p>Interventions that follow format similar to school teaching. EEF indicates high impact on children's learning.</p>	<p>1, 2</p>
<p>Targeted children from Y1-Y6 access more opportunities to read throughout the school day/week - to a member of staff/reading volunteer.</p>	<p>EEF – small group tuition The average impact of the small group tuition is four additional months progress, on average, over the course of a year.</p>	<p>1, 2</p>
<p>Access to online resources to support children's learning at home:</p> <ol style="list-style-type: none"> <li>1. Times Table Rockstars</li> <li>2. Numbots</li> <li>3. Gramasaurus</li> <li>4. Purple Mash</li> <li>5. Little Wandle Online</li> </ol>	<p>EEF indicates moderate impact for digital technology (+4 months)</p>	<p>1, 2</p>
<p>SENDCo not attached to a class full time to oversee targeted support for children with emerging needs including those from disadvantaged backgrounds.</p> <p>Use of website, social media, newsletters and increased communication with parents to raise the</p>	<p>Early intervention is key to success – DFE. Time to ensure this is coordinated, targeted and successful will allow the SENCO to build a picture of provision across EYFS KS1 and KS2, evaluate, review and adapt practice to ensure the best possible outcomes for all children with SEN.</p>	<p>1,2,3</p>

<p>profile of SEN provision and create stronger links with parents.</p> <p>Nurture Hub (opened in September 2024) has created opportunities for targeted support for those with SEN.</p>		
<p>Specialist music teachers employed to raise level of cultural capital for all pupils, including those in receipt of pupil premium funding.</p>	<p>Research by the EEF suggests that enrichment of the curriculum can have a direct link to attainment.</p> <p>In SBPS, we have observed how access to enrichment activities can support the self-esteem and social skills of pupils.</p>	2,3

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

Budgeted cost: £13,256.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Screen all children in pre-school for speech sound understanding using Early Talk Boost and Welcom.</p> <p>Screen all children in reception for speech sound understanding using Speech Link.</p> <p>Targeted children assessed using language understanding software.</p>	<p>The EEF state 'Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation.' Using an early screening tool allows us to assess the language skills of children and to target individuals.</p>	1

Ensure training around trauma informed teaching is consistently used across school for targeted individuals.	Evidence shows the impact of trauma on the brain and the importance of a trauma informed approach in schools to support children who have experience trauma can be seen in the research cited by the TISUK.	1, 2, 3
<p>Development of Cultural Capital - a wide variety of enriching activities and experience for children (some sessions offered for free to PP children).</p> <ul style="list-style-type: none"> <li>- Observe the enrichment across whole school curriculum.</li> <li>- Ensure a variety of extra-curricular activities across the year in addition to wrap around care.</li> <li>- Opportunities for residential and field trips.</li> </ul>	<p>Research by the EEF suggests that enrichment of the curriculum can have a direct link to attainment.</p> <p>EEF indicates moderate impact for social and emotional interventions (+4months)</p> <p>In SBPS, we have observed how access to enrichment activities can support the self-esteem and social skills of pupils.</p>	1, 2, 3
<p>Provide opportunities for increased parental engagement:</p> <ul style="list-style-type: none"> <li>- Parents evenings</li> <li>- Regular texts and emails</li> <li>- Parent workshops</li> <li>- Use of Facebook, school website and monthly newsletter</li> <li>- Invite parents into school for class assemblies</li> <li>- Invite parents into school to support with</li> </ul>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps (EEF).</p> <p>There is some evidence that personalised messages linked to learning can promote positive interactions (EEF).</p> <p>Parental engagement strategies are typically more effective with parents of very young children (EEF).</p>	1, 2, 3

<p>enhancing the curriculum</p> <p>-Invite parents into school to develop spaces for OPAL.</p> <p>-Invite parents to provide resources for OPAL.</p>		
<p>Pupil Wellbeing lead to hold attendance TAF meetings for identified families.</p>	<p>Attendance Matters</p> <p>It is important to set the highest expectations of pupil attendance and parental support for it in school policies, and to make these explicit to parents before admission and at regular intervals thereafter.</p>	<p>1, 2</p>
<p>Targeted behaviour and emotional wellbeing support through the primary inclusion team and the mental health support team Piece of Mind.</p> <p>Year groups targeted for emotional resilience support from the mental health support team.</p>	<p>Early intervention is key to success – DFE.</p> <p>Studies show that joy, hope, and pride positively correlate with students' academic self-efficacy, academic interest and effort, and overall achievement (Pekrun et al., 2004)</p>	<p>1, 2, 3</p>
<p>Pupil Wellbeing Lead accessible for all pupils.</p> <p>Increase staff and pupil wellbeing through access to school therapy dog.</p>	<p>Public Health – Pupils with better health and wellbeing are likely to achieve better academically. Effective social and emotional competencies are associated with greater health and wellbeing and better achievement. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.</p> <p>BACP: School Counselling for All Nearly 80,000 children and young people in Great Britain are seriously depressed and around three children in every class in the UK have a diagnosable mental health condition.</p>	<p>1, 2, 3</p>

	<p>Therapy Dogs Nationwide -  Attending school once a week can  raise not only the reading standard  of the children but help with their  self-confidence and behaviour, and  with their social and emotional  welfare too.</p>	
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**Total budgeted cost: £53,025**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

The following tables show the comparison between all pupils, pupil premium pupils and non pupil premium pupils achieving end of year expectations (GLD for reception children). Pupils were assessed using recognised testing materials and teacher judgement (R – Y5).

#### Reading – Academic year 2022/2023

	All	Pupil Premium	Non Pupil-Premium	Difference
Year 1	71%	57%	74%	-17%
Year 2	75%	71%	75%	-4%
Year 3	75%	57%	77%	-20%
Year 4	78%	33%	82%	-49%
Year 5	53%	43%	59%	-16%
Year 6	77%	67%	78%	-11%

#### Reading – Academic year 2023/2024

	All	Pupil Premium	Non Pupil-Premium	Difference
Year 1	83%	50%	85%	-35%
Year 2	72%	66%	49%	-17%
Year 3	78%	83%	77%	-6%
Year 4	75%	67%	77%	-10%
Year 5	78%	100%	75%	+25%
Year 6	83%	33%	93%	-60%

#### Reading – Academic year 2024/2025

	All	Pupil Premium	Non-Pupil Premium	Difference
Reception	70.7%	60%	72.2%	-12.2%
Year 1	84.3%	100%	82.1%	+17.9%
Year 2	79.3%	83.4%	78.8%	+4.6%
Year 3	75%	66.7%	76.6%	-9.9%
Year 4	78.3%	66.7%	79.6%	-12.9%
Year 5	70.4%	50%	75%	-25%
Year 6	77.5%	50%	81.4%	-31.4%



Writing - Academic year 2022/2023

	All	Pupil Premium	Non Pupil-Premium	Difference
Year 1	71%	57%	74%	-27%
Year 2	70%	71%	70%	+1%
Year 3	65%	43%	70%	-27%
Year 4	60%	0%	66%	-66%
Year 5	42%	29%	45%	-17%
Year 6	86%	83%	88%	-5%

Writing - Academic year 2023/2024

	All	Pupil Premium	Non Pupil-Premium	Difference
Year 1	76%	33%	79%	-46%
Year 2	71%	66%	71%	-5%
Year 3	78%	83%	77%	-6%
Year 4	68%	50%	71%	-21%
Year 5	64%	17%	70%	-53%
Year 6	77%	17%	90%	-73%

Writing - Academic year 2024/2025

	All	Pupil Premium	Non-Pupil Premium	Difference
Reception	70.7%	60%	72.2%	-12.2%
Year 1	75%	75%	75%	0%
Year 2	69%	33.3%	73.1%	-39.8%
Year 3	66.1%	44.4%	70.3%	-25.9%
Year 4	65%	66.7%	64.9%	+1.8%
Year 5	68.2%	37.5%	80.4%	-42.9%
Year 6	72%	50%	75%	-25%

Maths - Academic year 2022/2023

	All	Pupil Premium	Non Pupil-Premium	Difference
Year 1	75%	57%	77%	-20%
Year 2	75%	71%	75%	-4%
Year 3	67%	43%	70%	-27%
Year 4	82%	50%	86%	-36%
Year 5	56%	29%	62%	-33%
Year 6	70%	75%	53%	+22%

## Maths - Academic year 2023/2024

	All	Pupil Premium	Non Pupil-Premium	Difference
Year 1	81%	33%	85%	-52%
Year 2	76%	66%	76%	-10%
Year 3	75%	83%	74%	-9%
Year 4	86%	100%	84%	+16%
Year 5	74%	50%	77%	-27%
Year 6	77%	33%	86%	-53%

## Maths - Academic year 2024/2025

	All	Pupil Premium	Non-Pupil Premium	Difference
Reception	80.5%	80%	80.6%	-0.6%
Year 1	78.1%	100%	75%	+25%
Year 2	84.5%	83.4%	84.6%	+0.2%
Year 3	78.6%	55.6%	83%	-27.4%
Year 4	75%	83.3%	74.1%	+9.2%
Year 5	77.2%	50%	83.3%	-33.3%
Year 6	75.5%	33.4%	81.4%	-48%

## 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
Little Wandle for Letters and Sounds Phonics SSP	Little Wandle
Schools Sports Partnership	Durham and Chesterlee St SSP
Times Tables Rockstars / Numbots	Times Tables Rockstars
Purple Mash	Purple Mash
MFL - Spanish	Language Angels
Science	Developing Experts
Geography	Kapow

Art and Design and Design Technology	Kapow
Grammasaurus	Grammasaurus
Lexia	Lexia
Emotional Resilience Programme	MHST
Emotional Wellbeing and Effective Learning	EWEL
Instrument Specialist Teachers	DCC

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We received funding for one pupil and used this money to continue to take part in the Equity, Diversity and Inclusion project. School achieved the silver award (following on from the bronze award in the previous year).
What was the impact of that spending on service pupil premium eligible pupils?	This pupil along with other pupils was able to engage in discussions around how every family is unique. For all pupils whose parents/carers work away for long periods of time, are from different ethnic backgrounds and have a 'non-traditional family make up' this allowed them to identify and talk about emotions around this.

**Further information (optional)**

NA
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