

Finchale Primary School

Pupil Premium Strategy Statement 2025-26

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	210
Proportion (%) of pupil premium eligible pupils	3.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Natalie Ward, Headteacher
Pupil premium lead	Natalie Ward, Headteacher
Governor / Trustee lead	Gayle Foster, Chair of Governors / Link Governor for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£12,120

Part A: Pupil premium strategy plan

Statement of intent

At Finchale Primary School, we believe that every member of our school should feel valued, respected and part of our caring community. Our intention is that all pupils, irrespective of their background, or the challenges they face, make good progress and achieve well across all subject areas. Our mission statement is, '**We see the magic in every child ... and help make them sparkle**'. We aim to support disadvantaged pupils to achieve this, including those who already demonstrate high levels of attainment.

We are proud of the range of experiences we provide for our children and that high-quality teaching and creating a love of learning are at the heart of our school ethos. All aspects of our curriculum are accessible to our pupils. We provide a rich, challenging curriculum, which stretches all of our children. We have a focused approach as to how we can raise the attainment of our disadvantaged pupils, whilst also ensuring that the attainment of non-disadvantaged pupils is sustained and improved.

We aim to ensure that all of our children have high aspirations and a wide range of opportunities to develop their confidence and personal talents. We will focus on high quality teaching and learning to support disadvantaged children in the areas where they require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our decisions are based on analysis of our data, conversations with staff, pupils and families and through responding to current educational evidence.

We see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Adopting a whole-school approach in which all staff have high expectations of what all learners can achieve and provide high-quality teaching and learning for all of our children;
- Supporting disadvantaged learners at all levels of attainment and acting early to intervene where a need is identified;
- Promoting an ethos of attainment for all children where they have high aspirations to achieve their personal goals, develop their talents and reach their true potential.

We will plan and implement support through a tiered approach:

1. Providing high-quality teaching;
2. Providing targeted academic support;
3. Identifying and targeting wider strategies.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations over time suggest that a focus on timely and specific assessment for learning would ensure that all children make rapid progress and develop the knowledge and skills they need for long-term learning
2	Feedback from staff, pupils and families identify that some children lack emotional resilience , which can become a barrier to achieving their full potential.
3	Our assessments, observations and discussions with pupils suggest that some disadvantaged pupils are less confident with basic skills across English and Mathematics, such as knowledge and application of phonics and spelling, handwriting and fluency with number.
4	Feedback from the families of disadvantaged pupils tells us that they sometimes struggle to access wider opportunities such as educational visits and enrichment clubs.

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
Timely and specific assessment for learning will enable children to identify areas to improve within their work / learning and progress against these areas will be evident, e.g. increased knowledge / recall or application of skills.	Assessments and observations will indicate that assessment for learning is having a positive impact upon pupil progress and attainment.
To increase and sustain levels of emotional resilience amongst our pupils, particularly our disadvantaged pupils.	Observations indicate that the teaching of emotional resilience is integrated throughout everyday teaching. Staff, pupil and family feedback demonstrates increased levels of emotional resilience and confidence.
To increase the proportion of disadvantaged pupils who reach age-related expectations in basic skills tests / checks within English and Maths.	Assessments involving the recall and application of basic skills such as phonics checks, spelling tests and rapid recall of the four mathematical operations will demonstrate that disadvantaged pupils are attaining at an age-appropriate level.
To ensure that all children have access to the range of wider opportunities that they wish to take part in, including activities such as educational visits and enrichment clubs.	Feedback / data tells us that disadvantaged children attend and enjoy a range of enrichment activities, such as educational visits and enrichment clubs.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£4,110**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of the Great Teaching Toolkit to support staff to develop and implement effective assessment for learning strategies.	<p>The Great Teaching Toolkit Evidence Review (<i>Cambridge International and Evidence Based Education</i>) and associated resources aim to help teachers identify the areas they can work on in their own professional development that will have the most impact on their learners' outcomes. This includes 'interacting', 'embedding' and 'activating' as part of 'activating hard thinking': Great teaching toolkit: Evidence review</p> <p>The positive impact of effective feedback is well-evidenced and has a high impact on learning outcomes – across all subjects and particularly at Primary age (+7 months on average) Feedback EEF</p> <p>£0 as part of the North East Combined Authority's Excellence in Education Programme</p>	1
Support from Local Authority Advisors and attendance at staff CPD, including subject networks, supports staff to develop and implement effective assessment for learning strategies.	<p>Local authority advisors provide direct, bespoke support to ensure that we are evidence-informed in our approach to school improvement. They offer focused CPD and work alongside staff to implement and quality-assure strategies that support our pupils, including disadvantaged pupils. Education Development Service - Durham County Council</p> <p>£4,110 Education Support and Development SLA</p>	1

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

Budgeted cost: £5,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention groups delivered by Teaching Assistants	<p>Research shows that teaching assistant interventions can provide a large positive impact on learner outcomes but how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals, has a higher impact.</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>£674 per annum</p>	1, 3
Use of the Monster Phonics scheme and associated assessments in Key Stage 1 and for interventions/boosters in Key Stage 2.	<p>Key findings in the Education Endowment Foundation's research shows that phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. There is a high impact for very low cost. This is based on extensive evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>£133 per annum</p>	1, 3
Use of Reading Plus for pupils in Key Stage 2 (all year) and Year 2 for the Summer Term.	<p>The EEF document on Reading Comprehension Strategies has shown that it is important to identify the appropriate level of text difficulty, to provide appropriate context to practise the skills, desire to engage with the text and to improve reading comprehension. Reading Plus does this by carrying out individual assessments, assigning appropriate age and levelled texts and an appropriate reading speed. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Reading Plus have identified through their own research that if Reading Plus is used regularly (3 x 30 minute sessions per week) they would expect pupils to be reading texts 12 to 18 months in advance of their start point on Reading Plus and an improvement in comprehension based rate of 30-40 words per minute.</p>	1, 3

	https://go.dreambox.com/rs/715-ORW-647/images/theoretical-framework-foundational-research.pdf £2783 per annum	
Use of the Superhero Spelling scheme and associated assessments in Key Stage 2.	In the EEF Improving Literacy in Key Stage 2, recommendation 5 identifies the importance of teaching and recognising types of spelling error. It states that spellings should be explicitly taught and pupils should be provided with extensive opportunities to practise them. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1702422739 £299 per annum	1, 3
Use of TTRockstars/ Numbots to improve varied fluency in school.	Use of TTRockstars and Numbots in school has shown an increase in automaticity and fluency in our pupils. Studies into early number approaches indicate that, on average, they can have a positive impact on learning equivalent to approximately six months' additional progress for early mathematics outcomes. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill and commit a regular amount of time to developing mathematics. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches £270 per annum	1, 3
'Letter-join' handwriting scheme	Research carried out by the EEF has shown that It is important to promote the basic skills of writing skills that need to become increasingly automatic so that pupils can concentrate on writing composition. This includes the transcription skills of handwriting. If these skills are slow or effortful then this will hinder progress in writing composition. High quality practice is essential to develop fluent transcription. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1702422739 £288 per annum	1, 3
Lexia	The independent evaluation by EEF found that children offered Lexia made the equivalent of one additional months' progress in reading, on average, compared to other children. Children eligible for Free School Meals (FSM) who were offered Lexia made, on average, the equivalent of two additional months' progress in reading compared to other children eligible for FSM. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia £833 per annum	1, 3

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

Budgeted cost: £2730

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils to access a high quality RSHE curriculum (including Zones of Regulation).	<p>This will enable our pupils to have a more secure understanding of their own emotions, improve their social skills and ensure they have a firm understanding of the world around them whilst equipping them so they can establish safe and secure relationships and develop resilience.</p> <p>Social and emotional learning (SEL) approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>£0</p>	2
Sensory Circuits	<p>Some pupils find it difficult to engage effectively with the physical, social, emotional and curricular challenges of the school day. Effective sensory integration and processing enables pupils to respond appropriately to different stimuli in their environment and informs their everyday functioning.</p> <p>£770</p>	2
Participation in music tuition / musical experiences	<p>The Education Endowment Foundation research into Arts Participation has shown that these approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months' progress. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>£675</p>	2, 4
Access to wider experiences,	<p>The results of a six-year research study by the Learning Away project (independently carried out by York Consulting) into the</p>	2, 4

e.g. visitors, educational and residential visits	<p>impact of school residential showed that students' resilience, self-confidence and wellbeing improved.</p> <p>https://www.schooltravelorganiser.com/features/evidence-revealed-on-the-impact-of-residential-trips/7385.article</p> <p>= £1285</p>	
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Total budgeted cost: £12,120