# Pupil premium strategy statement – Seaton Sluice Middle 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 | 319 |
| Proportion (%) of pupil premium eligible pupils | 34.8% |
| 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)** | 2023-2024<br>2024-2025<br>**2025-2026** |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | Autumn 2026 |
| Statement authorised by | Karen McSparron (Head of School) |
| Pupil premium lead | Graham Porter |
| Governor / Trustee lead | Raj Das |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £132,530 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £132,530 |

# Part A: Pupil premium strategy plan

## Statement of intent

Ultimate objectives for disadvantaged pupils

● That no pupil is disadvantaged by their financial or social circumstances.

● That disadvantaged learners have curriculum and wider curriculum equity with their non-disadvantaged peers and that the curriculum gives them the knowledge, skills and cultural capital they need to succeed in life.

● That disadvantaged learners make accelerated progress, where possible, year on year.

● That disadvantaged learners receive high quality teaching that supports them in becoming literate, independent, numerate, and culturally aware.

● That disadvantaged learners are supported pastorally, so that their behaviour, emotional resilience, and mental health do not act as barriers to achievement.

Key principles of the strategy plan

Seaton Valley Federation will take a three-tiered evidence-based approach (recommended by the Education Endowment Foundation) in this strategy to achieve the intended outcomes. The three-tier approach will focus on teaching, targeted academic support, and wider school strategies. High quality teaching will be at the heart of our approach, with a focus on strong in class support for disadvantaged learners. This has proven to have the greatest impact on closing the attainment gap between disadvantaged learners and their non-disadvantaged peers. We also base our strategy on the individual needs of our disadvantaged learners and not on assumptions about disadvantage. We also ensure that in order to make the biggest difference, we focus on a small number of evidence based strategies with a proven track record of success. We will be linking this strategy with the federation's development plan to ensure a consistent federation wide approach to supporting disadvantaged pupils at Seaton Sluice Middle School.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Some disadvantaged learners have poor literacy, numeracy and independent learning skills. |
| 2 | Some disadvantaged learners engage poorly with reading and have reading ages lower than their chronological age. |
| 3 | There is a vocabulary gap between some disadvantaged learners and their non-disadvantaged peers. |
| 4 | Some children from a disadvantaged background's attitude to learning is on average lower than their peers, which is reflected both in behaviour and effort. |
| 5 | Many of our disadvantaged pupils lack cultural experience, knowledge, and skills that they need to succeed in life. |
| 6 | Some disadvantaged learners and their families have low aspirations for the future and do not fully engage with school. |
| 7 | The percentage of persistently absent disadvantaged pupils is higher than the percentage of persistently absent non-disadvantaged pupils. |

## 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 |
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| Improve 'quality first teaching' in all classrooms so that the progress of disadvantaged learners is accelerated in all cohorts. | School quality assurance processes (learning walks, lesson observations, work scrutiny) show that disadvantaged learners experience learning episodes that allow at least good progress to be made. |
| Diminish the gap in attainment in reading, writing and maths between disadvantaged and non-disadvantaged learners. | The attainment gap between disadvantaged learners in school and others nationally is smaller. Disadvantaged learners in year 6 achieve challenging targets in attainment. |
| Improve the performance of disadvantaged learners in reading, developing independence and a love of reading in disadvantaged learners. | Disadvantaged learners' reading ages will increase. Disadvantaged learners will read a wide range of texts regularly and independently. A love for reading will be part of our school culture. |
| The cultural experience of disadvantaged learners will increase and broaden. Their aspirations and engagement with school will improve. | All disadvantaged learners will engage with at least one extracurricular activity per year. Tracking of extra-curricular activities will demonstrate the breadth of opportunities offered to disadvantaged learners. |

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| | Attendance rates will increase and parental engagement at school functions will improve. |
| Financial barriers that prevent learning are removed and disadvantaged learners have equity across all school areas with their non-disadvantaged peers. | No disadvantaged learner will be excluded from any school activity due to financial reasons. All pupils will have equipment/uniform required to take part in their learning without these barriers. |
| The percentage of persistently absent disadvantaged learners will reduce. | Persistently absent disadvantaged pupils will receive support plans and if necessary targeted support to help them improve their experience in school and ultimately their achievement and attendance figures. |

## 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: £ 46,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **LINC - Literate**<br>ORACY - All pupils will continue to take part in Oracy (oral literacy) and P4C activities as part of a whole school initiative started with the North of the Tyne Oracy Project. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions - EEF | 1, 3, 7 |
| **LINC - Literate**<br>Use of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.<br>● Helen Arkell (HAST-2) Spelling Test<br>● York Assessment of Reading Comprehension (Secondary)<br>● York Assessment of Reading Comprehension (Primary)<br>● NFER - Group Reading Test | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br>Standardised tests - EEF | 1, 2, 3, 7 |

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| ● Read Write Inc - Online Assessments (through the portal) | | |
| **LINC - Literate**<br>**Reading Comprehension Strategies**<br>● Use of structured questioning to develop reading comprehension. ● Whole novel studies, including targeted reading aloud and book discussion.<br>● One guided reading session per week in KS2 with extra Teaching Assistant.<br>● Reciprocal reading programme training for staff. Relaunched with staff. ● Reciprocal reading in all subjects, where appropriate<br>● All PP pupils have a challenging reading target to work towards.<br>● Subject specific language across the curriculum | Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies - EEF<br><br>Evidence suggests Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) have a positive impact on pupil progress.<br>Teaching Assistant interventions - EEF | 1, 2, 3, 7 |
| **LINC - Independent**<br>Creating more independent pupils will be targeted in the following ways:<br>● Homework clubs available to all<br>● Peer assessment using marking ladders and success criteria<br>● Self Assessment<br>● Teaching Metacognition<br>● EEF 7 Steps to independence CPD for staff.<br>● Displays<br>● Pupils given writing scaffolds and sentence starters to help write<br>● Differentiating curriculum<br><br>**Attendance Strategies**<br>● Display board in the hall to show weekly attendance of individual classes and running totals.<br>● The class with the best attendance each week will have early lunch on a Friday<br>● Class with best attendance per half-term will have a non-uniform day<br>● Each half-term - HOY assembly - certificate/prize for individuals 100% attendance. | Although based on limited evidence, homework is proven to have a high impact on pupils' progress. Homework activities include but are not limited to home reading activities, longer projects and more directed and focused work such as revision for tests. This also includes activities such as 'homework clubs' where pupils have the opportunity to complete homework in school but outside normal school hours. There are homework clubs most days of the week that all pupils can access.<br>Homework - EEF<br>The teaching of metacognition allows students to become more aware of how they learn, allows them to reflect on their learning and then direct their learning by setting goals.<br>Metacognition - EEF | 1, 2, 3, 4, 5, 6, 7 |

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| ● End of year attendance prize for 100% attendance for whole year<br>● Text home at lunchtimes to encourage children to return to school the next day<br>● Form teachers have access to attendance data for classes to enable them to act as 'mentors' for x 2 PAs in each class to 'check in' with them | | |
| **LINC - Numerate**<br>● ERIC maths sessions led by form teachers to encourage enjoyment of maths. Sessions focus on problem solving, times tables and telling time.<br>● Calendar numeracy events throughout the year such as Times table rockstars challenges and National Numeracy days. | Develop students' enjoyment of maths by all staff encouraging maths.<br>Improving mathematics in KS2 and KS3 - EEF | 1, 3, 5 |
| **LINC - Numerate**<br>Maths classes are in sets and include differentiated groups and based upon ability | The EEF states that smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently in order to have higher quality interactions with pupils or minimise disruption. Smaller class sizes allows for increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.<br>Reducing class size - EEF | 1, 7 |
| **LINC - Numerate**<br>● Mastery focus, specifically in KS2. Maths curriculum is using elements of the White Rose scheme for KS2 for the fourth year for 2025-26. Teachers are more experienced in using it and<br>● Establishing an increased focus on Y5 to make SATs preparation a two year process. | The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.<br>Mastery learning - EEF | 1, 7 |
| **LINC - Cultural**<br>● All subjects lead teachers have been asked to ensure pupils are given opportunities to become culturally aware within their subject areas.<br>● Curriculum Intent sheets show where and when pupils are being given opportunities to become Culturally aware. | Arts participation approaches can have a positive impact on academic outcomes. Artistic and creative activities include dance, drama, music, painting, sculpture making and more. Benefits have been found in both primary and secondary schools.<br>Careers and Enterprise | 5, 6, 7 |

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| ● Promote more outdoor learning across all subjects.<br>● Assemblies delivered on a range of themes including British values.<br>● CIAG careers activities and weekly 'future jobs' shared in form times.<br>● Appointment of careers lead to attend training and work with external agencies to deliver a careers plan.<br>● Staff training on career development in lessons. | | |
| **RADY - Raising attainment for Disadvantaged Youngsters**<br>As part of our support for disadvantaged children we sought professional development from the Challenging Education programme. This was funded through the NTCA. Several sessions of online CPD were delivered to staff in the previous academic year and references have been made back to this to highlight the need to focus on students who may have learned helplessness. Teachers have high expectations and staff looked at target setting and attainment with a focus on disadvantaged children. | Teachers allocated themselves to disadvantaged students to support them in their lessons, using techniques discussed in training.<br>Staff as mentors - EEF | 1, 2, 3, 4,5, 6, 7 |
| **Increased awareness of other cultures and faiths, explicitly planned in assemblies and lessons**<br>RE lead has worked to develop awareness of faiths in school. This has included a trip for Y5 students to a mosque and ERIC sessions delivered by all form teachers alongside a calendar of events. | Research review: RE - Gov UK | 5 |

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

Budgeted cost: £ 46,530

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| **LINC - Literate Reading Interventions**<br>● Targeted guided reading for low ability pupils with a teaching assistant and prefects.<br>● Low ability children read with Y8 MA prefects every day.<br>● All PP pupils will have access to reading skills booster sessions to ensure almost all make age related standards. (Y6)<br>● Collins Big Cat Reading Scheme-Y5 and Y6 set 4 English<br>● Read Write has expanded to additional groups where it is needed. More pupils are being tested and targeted for Read Write interventions. 5 more staff members trained to deliver Read Write. Aspects of Read Write also used in KS3 where applicable.<br>● Regular 'author' events either in school or online. E.g. David Walliams online for KS2.<br>● Introduction of Book Trust scheme that provides books for PP+ children monthly for six months.<br>● Identified a number of Y6 students who are behind age-related expectations at reading and staff from across the school have volunteered to read with them for 10 minutes per day, every day.<br>● Sparks book award introduced. Books sent to school, students read them and take part in a national vote for the best book. | Small group tuition is one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. The average impact of small group tuition is four additional months' progress, on average, over the course of a year.<br>Small group tuition - EEF<br><br>Peer tutoring has a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. There are benefits for both tutors and tutees with all pupils appearing to benefit from peer tutoring, but low-attaining pupils and those with special educational needs make the most progress.<br>Peer tutoring - EEF | 1, 2, 3, 7 |
| **LINC - Literate Phonics Interventions**<br>● 'Toe by Toe' intervention with TA for children struggling with reading. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:<br>Phonics - EEF | 1, 2, 3, 7 |

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| ● Read/Write Inc for lowest ability children in all year groups<br>● Children have access to Read/Write Inc spelling programme across all year groups.<br>● All PP pupils will have access to writing skills booster sessions to ensure almost all make age related standards.<br>● Daily spelling intervention (Read Write Inc spelling) for targeted pupils. | | |
| **LINC - Literate**<br>● Shakespeare Birthplace Trust Project to improve speaking and listening skills. | Arts participation approaches can have a positive impact on academic outcomes. Artistic and creative activities include dance, drama, music, painting, sculpture making and more. Benefits have been found in both primary and secondary schools.<br>Shakespeare week | 3, 5, 7 |
| **LINC - Independent**<br>● Developing metacognitive and self-regulation skills in all pupils.<br>● This will involve ongoing teacher training and support and release time. | Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:<br>Metacognition and self-regulation - EEF | 1, 5, 6, 7 |
| **LINC - Independent**<br>● Ensure PP learners have access to home learning in school if necessary (homework club)<br>● All KS2 children have CGP Spag resources books<br>● Library open at lunchtimes (prefects) | Evidence suggests Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) have a positive impact on pupil progress.<br>Teaching Assistants - EEF | 1, 5, 6, 7 |
| **LINC - Numerate**<br>● Maths intervention in Y6 aimed at closing the gap and boosting confidence during Autumn and Spring terms<br>● CGP maths workbooks given to all Y6 students to support their learning.<br>● From May half term booster sessions will be reorganised to benefit Y5 pupils below age related expectations | Small group tuition is one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. The average impact of small group tuition is four additional months' progress, on average, over the course of a year.<br>Small group tuition - EEF | 1, 7 |
| **LINC - Numerate**<br>● Encourage students to be more positive about maths. In addition to the fortnightly maths awards for effort, students are rewarded for | Children's voices on mathematics - Children's Commissioner | 1, 7 |

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| their presentation also. Each student receives two early lunch passes.<br>● Promote Times Table Rock Stars (TTRS) across all year groups and competitions arranged for classes, year groups, across years<br>● Homework club/TTRS lunch club(s) for pupils to complete in school<br>● Primary maths challenge in November for upper sets in key stage 2. MA pupils.<br>● Newcastle University February half term problem solving competition open to Y6, 7 and 8 students. | | |
| **LINC - Numerate**<br>● Hold a yearly parent and child Y6 SATs evening in December/January to focus on the SATs, expectations for maths and English. Share strategies/resources etc with parents<br>● Share easy to follow resources including 'how to' videos with parents.<br>● Explore improving parental engagement by providing more relaxed/informal open evenings for parents to see their children's practical work in school/coffee mornings to learn how to support their children | The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental engagement approaches are typically delivered over the course of an academic year, as building effective relationships between school and parents requires a sustained effort over an extended period of time.<br>Parental engagement - EEF | 1, 7 |
| **LINC - Numerate**<br>● Y7 and Y8 more able students volunteer to peer mentor younger students to increase confidence and boost their maths skills. Four ERIC sessions per week to reduce the impact on taking them out of other subject areas. | Peer tutoring has a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. There are benefits for both tutors and tutees with all pupils appearing to benefit from peer tutoring, but low-attaining pupils and those with special educational needs make the most progress.<br>Peer tutoring - EEF | 1, 7 |
| **LINC - Cultural**<br>● Wide variety of extra-curricular activities available including several sports e.g. football, netball, cycling, gymnastics.<br>● Renewed visits and trips eg - theatre, Nissan | Arts participation approaches can have a positive impact on academic outcomes. Artistic and creative activities include dance, drama, music, painting, sculpture making and more. Benefits have been found in both primary and secondary schools.<br>Arts participation - EEF | 4, 5, 6, 7 |

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| ● Residential visits: KS2 Dukes House Wood and Lockerbie; KS3 London<br>● Opportunity to be involved in the Student Forum with local MP<br>● Mock Trials<br>● Careers Fair - Y8 pupils interviewing staff from a range of organisations<br>● Staff encouraged and increased offer of extra-curricular activities eg Y8 Challenge Award, Sport, Community Garden, drama club and Federation performance - advertised to parents and pupils via website<br>● Through the North of Tyne Combined Authority, the Life Science Centre in Newcastle has worked with students from KS3 after school to offer a practical science club. Students then got to attend a visit to the Life Science Centre. | There are benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits such as improved attendance. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.<br>Physical activity - EEF | |

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

Budgeted cost: £ 40,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| **BEAM - Behaviour**<br>● Achievement ladder which is in line with the other Federation schools. All staff encouraging the highest achievement from their pupils with positive rewards eg merits, postcards home, star of the week etc<br>● Achievement ladder displayed around school and regularly shared with students.<br>● Positive behaviour reinforcement through use of merits, postcards/texts home, 'star of the week'. Increase in merits and competition between classes. | Both targeted interventions and universal approaches can have positive overall effects. Evidence suggests that behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective:<br>Behaviour interventions - EEF | 4, 5, 6, 7 |

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| ● Reduced exclusions, internal exclusions, detentions, demerits<br>● Heads of year produce support plans for students who struggle to manage their behaviour<br>● Referred students work with the support of a school counsellor, sometimes to work on behaviour. | | |
| **BEAM - Behaviour**<br>● Reminding children of the Behaviour ladder and reinforcing expectations. Reminders of procedures and routines, especially around lesson change times and entering and leaving the school building<br>● Revised behaviour ladder shared with pupils and displayed around school.<br>● Staff vigilant and visible in corridors, monitoring behaviour at key points throughout the day<br>● SMSC lessons around social interaction, relationships etc.<br>● Behaviour interventions | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):<br>Social and emotional learning - EEF<br><br>Individualised instruction approaches have an estimated impact of 4 months' additional progress. Individualised instruction involves providing different tasks for each learner and support at the individual level. Digital technologies can be employed to facilitate individual activities and feedback.<br>Individualised instruction - EEF | 4, 5, 6, 7 |
| **BEAM - Achieve**<br>● All pupils are encouraged to be engaged in their learning, to gain merits needed for the end of term achievement awards and activities.<br>● Set aspirational targets. Staff meeting to launch this - Subject leads to monitor.<br>● Ensure children have access to the materials they need for lessons and homework - homework clubs available<br>● Pupils achieve their end of year targets in curriculum subjects. SLT continue to work with staff on setting aspiring targets for students.<br>● Improved feedback techniques allow pupils to make greater progress in their learning | Collaborative learning involves pupils working together on activities in a group small enough to ensure that everyone participates. It is crucial that support is provided through well-structured and carefully designed learning activities to ensure that lower-attaining pupils are involved, challenged and learn successfully. Sometimes there is an additional competitive element in order to drive more effective collaboration.<br>Collaborative learning<br><br>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental engagement approaches are typically delivered over the course of an academic year, as building effective relationships between school and parents requires a sustained effort over an extended period of time.<br>Parental engagement - EEF | 4, 5, 6, 7 |

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| ● HOYs liaise with subject leads where there are concerns about barriers to learning<br>● Key focus on PA students and overall attendance figures across all schools.<br>● Attendance rewards system. | Embedding principles of good practice set out in DfE's Working together to improve attendance staff have received training to develop and implement new procedures. Attendance/support officers work to improve attendance. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | |
| **BEAM - Mental Health**<br>● All staff to be aware of signs of MH issues and share any concerns with appropriate staff. HOYs - Refer pupils to the counselling service.<br>● Participate in whole school days with a well-being focus (Feel Good Friday)<br>● Participate in national and international awareness days<br>● MHL to share new initiatives/updates with staff<br>● Keeping Mental Health awareness at the forefront of pastoral support through:<br>● Use of the Federation Counsellors to upskill staff<br>● MHL to attend MH conferences provided by E-Act and NCC to keep knowledge fresh<br>● Achieved Bronze Carnegie MH in Schools Award<br>● Be You programme rolled out across the SVF federation. Mental health support services programme introduced.<br>● School has received the bronze Young carer award with plans to attain further awards | Individualised instruction approaches have an estimated impact of 4 months' additional progress. Individualised instruction involves providing different tasks for each learner and support at the individual level. Digital technologies can be employed to facilitate individual activities and feedback.<br>Individualised instruction - EEF<br><br>Arts participation approaches can have a positive impact on academic outcomes. Artistic and creative activities include dance, drama, music, painting, sculpture making and more. Benefits have been found in both primary and secondary schools.<br>Arts participation - EEF<br><br>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):<br>Social and emotional learning - EEF | 4, 5, 6, 7 |
| **Remove financial barriers for disadvantaged children**<br>Breakfast club offered to all students and free breakfast is provided for disadvantaged children<br>● School uniform online shop, Uniformd. Pre-loved uniform that | Pupil premium funding to close the gap.<br><br>Social and emotional learning aims to improve interaction with others in addition to improved decision making and self management of emotions.<br>Social and emotional learning - EEF | 5, 6, 7 |

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| is donated to school or part of lost property is sold at a low cost to parents. Money raised can then be spent on disadvantaged children to help with uniform costs or equipment.<br>● Educational visits subsidised when required. | | |

## Total budgeted cost: £132,530

# 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.

Our KS2 SATs data demonstrates that there is still work to be done in terms of attainment in supporting disadvantaged students to make the progress we are aiming for. There are lots of elements in place and in the current academic year we have sought the aid of the School Improvement Advisors from the local authority in English and maths. As a middle school, we only have students from the beginning of Year 5 before they are assessed in Year 6 so they will have spent the majority of their time in education in a first school up to Year 4. We are now in a position to work with the feeder first schools to work with them looking at the curriculum to identify gaps in pupil knowledge.

Our internal teacher assessment data is more positive. When we look at all four year groups and, in particular, the progress from year 5 to year 8 the progress of disadvantaged students compared to non-disadvantaged students is more favourable. In the time students spend at our school, they are able to 'close the gap' across reading, writing and maths with attainment at writing and maths increasing considerably for disadvantaged students.

The school recognises that based on the performance information not all disadvantaged pupils meet expectations, however, we continue to strive to close the gaps and are trialling a variety of strategies to address this.

***Improve 'quality first teaching' in all classrooms so that the progress of disadvantaged learners is accelerated in all cohorts.***

**Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.**

● The curriculum continues to be developed to match the needs and interests of students. There is recognition of the more difficult topics students will have to learn and additional time is built into the curriculum to support this. Teachers are starting to use AI to make real-life links to topics and make learning more engaging for students.

● Teachers discuss individual pupil progress with subject leads and develop and review the interventions for any pupils deemed to be falling behind their potential (Pupil Progress/BEAM document). Support or interventions are put in place to aid any students that require it. Teachers set aspirational targets for students with progress being checked each term. Intervention groups are often fluid. Students are placed into intervention groups. After a few weeks, their progress is assessed and if students have 'caught up' they then graduate from the intervention or remain if it is needed.

● Baseline assessments continue to ensure teachers are aware of gaps that need addressing and teachers make every effort to adjust the curriculum to plug the gap in both lessons and with additional interventions when appropriate. Teachers have access to progression documents to check what learning students were doing in the previous academic year.

● The SEND department work closely with all teachers to ensure the increasing challenges that are placed on school are addressed. Staff make every effort to understand students and make adjustments in lessons to support SEND and disadvantaged students.

● There is an ongoing programme of SEND training courses for all staff, both teaching assistants and teachers either during training days or as directed time: more recent examples include: hearing impaired, EKLAN (using visuals), young carers, zones of regulation. Upcoming sessions are ordinarily available provision, sessions on neurodiversity and trauma and scaffolding for multilingual learners. Additional sessions for some staff have included Numicon training, lego therapy, emotional literacy and CBT training, anxiety support, dyadic psychotherapy.

**Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects.**

● The school has a clear development plan in place to continue raising standards of teaching.

● All pupils follow the national curriculum. Part of the benefit of being a middle school is the breadth of expertise brought to the teaching of KS2 and KS3 curriculums, through subject specialist teachers in subjects such as Art, Technology, Music, PE.

**Areas for continued improvement include:**

● Teachers are focused on improving relationships and providing additional support to disadvantaged students where possible.

● School are working with the County Council School Improvement advisors for English and maths.

● Further SEND CPD to be delivered in addition to disadvantaged sessions.

● Continue to equip all staff to know how to teach literacy as part of the LINC programme including refreshers on reciprocal reading.

● Oracy teaching is part of the curriculum and teaching and learning.

● Ongoing work to ensure sequencing of the curriculum allows for links between subjects, where possible. Leaders are working to support curriculum changes where appropriate.

***Diminish the gap in attainment in reading, writing and maths between disadvantaged and non-disadvantaged learners***

● Disadvantaged pupils continue to close the gap to non-disadvantaged pupils by the end of Year 8.

● All teaching and support staff are provided with information and data on the disadvantaged pupils in school and are given guidance on strategies for helping them progress accordingly, alongside SEN strategies.

● The school has the lead for disadvantaged pupils at AHT level to provide more of a strategic direction.

● The school continues to focus its work on disadvantaged pupils as we are aware these pupils need to make more progress and attain at a higher level.

● Attainment has increased in some subjects areas for disadvantaged pupils, with some subjects being similar to the previous year. This can be cohort dependent, based on the make-up of the students in the year group. Steps are being taken to address low SATs data.

**Pupils develop detailed knowledge and skills across the curriculum and, as a result, many pupils achieve well.**

● Mastery maths teaching continues to be a focus in school. Teachers refine their methods of teaching and supplement the maths scheme with resources that are suitable and appropriate for all to achieve success. County Council School Improvement advisor working to support SSMS with this.

● Interventions are put in place to help students plug gaps in learning. These are fluid so that students who make the required progress are then replaced with a new cohort.

***Improve the performance of disadvantaged learners in reading, developing independence and a love of reading in disadvantageD learners.***

**Reading is prioritised to allow pupils to access the full curriculum offer.**

● Pupils' reading continues to be assessed on entry in Year 5 and those pupils identified as low ability, are taught phonics using the Read/Write Inc Programme until they no longer need that provision. A new reading scheme (Collins Big Cat) has been bought in to support lower ability children in Y5 reading at home.

● Read Write Inc has expanded to additional groups and KS3 where it is needed. More pupils are being tested and targeted for Read Write interventions. Additional staff members have been trained to deliver Read Write.

● All members of teaching staff and Teaching Assistants have been trained in Reciprocal Reading.This approach is used across the curriculum, where appropriate, and in Guided Reading.

● All teaching staff have been trained in the importance of developing vocabulary, either through subject specific vocabulary key words or word of the week.

● All pupils have a Reading Record which must be completed weekly and signed by their English teacher and parents/carers, as part of their weekly homework.

● There is reading time -Everyone Reads in Class (ERIC). This involves 1 session of pupils reading individually and 2 sessions having a book read to them by their teacher.

● A large number of staff continue to work with a cohort of Y6 children, reading with them for ten minutes per day, every school day, to help improve their reading age and improve their enjoyment of a variety of texts. Comprehension is a focus, adopting the reciprocal reading approach. A number of other measures are in place to support reading such as:

● Every classroom has a designated 'reading corner',

● English prefects in Y8 read with struggling readers in in all year groups during ERIC time,

● Regular visits from authors into school and author events organised online, termly Reading Challenges,

● World Book Day is celebrated with a range of activities each year.

● One to one 'Toe by Toe' intervention

● Book trust parcels delivered to PP+ children monthly for six months

● Sparks book award delivered to KS2.

**A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils.**

● The school continues to trial new approaches to improve confidence, comprehension and enjoyment of reading. A focus on using and understanding high-quality vocabulary is supported through assemblies, in lessons and through enrichment activities.

● The Leads for English and Oracy will continue to review the provision for reading and literacy over the course of the year and work with the leads from the other federation schools to ensure federation practice is consistent.

● The SEND team and the English Lead work quickly to support any pupils identified as needing extra reading input and details are available on request.

***The cultural experience of disadvantaged learners will increase and broaden. Their aspirations and engagement with school will improve.***

The school curriculum is adapted to match the needs and interests of all pupils. Pupils' personal development is a strength of the school and there is an ambitious careers curriculum in place.

● There is a primary set up in year 5 and, where possible, in year 6, thus allowing subject wide impact and input from literacy and numeracy experts.

● Children in year 5 are given baseline assessments in reading, spelling, writing and maths at the beginning of the academic year and, together with the information from our first schools, challenging targets are set. Work has been done to ensure that children in all years are set aspirational targets with an emphasis on equity for all. Various interventions are used to support children in making progress. Pupils are put into sets for English and Maths.

● All Year 5 pupils in reading/spelling are assessed using the Read/Write Inc. and they follow the phonics programme, usually for the full school year, depending on progress. Students who require additional support in maths receive this in small groups. For the youngest children this will involve working on number bonds and key calculation methods. The school has also begun to invest in Numicon resources and has delivered some training to maths teachers and teaching assistants so that the Numicon approach can be used to support students of all abilities, where applicable.

● Pupils in Years 6, 7 and 8 are also given baseline reading, spelling, writing and maths assessments at the beginning of the year and this is used alongside the data from previous years to ensure progress is continued to be made and it is continued to be tracked. Spelling continues to follow Read/Write Inc programme in these years groups where appropriate. There is movement between sets where necessary.

● A well-planned and broad PSHCE programme is in place where pupils learn about online safety, the risks of drugs and alcohol, healthy relationships and mental health, for example.

● All pupils receive education on careers through assemblies with links to future opportunities, exam requirements and salary expectations. Y8 students attend a careers fair with local individuals and companies supporting the school to show the next generation roles they could have in society.

The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality. The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.

● This is evidenced by the large variety of activities the students can undertake both inside lessons and in extracurricular activities.

● Examples of this are school performances such as the Christmas play or music concerts, visits to industry, mock trials, visits to places of worship, residential trips such as Dukes House Wood and Lockerbie, London trip, stargazing club that worked with Kielder Observatory, dance club, gymnastics and other sporting activities. (A full list is available on request)

● Y5 students have taken part in the Northumberland Archives project where they were looking at the history of buildings in the local area. They began with workshops in school run by the Archives staff. This led to a visit to the archives and subsequently the Farrell Centre in Newcastle to do 3D printing. A presentation to parents will be taking place in the local community.

● Pupils across all four year groups have been involved in developing a 'Nature Pocket' along the new coastal path between Blyth and Seaton Sluice. They are working with councillors, architects and bioscientists to develop this.

● One of the most successful initiatives has been the 'Make £5 grow' initiative where students had to be selected to take part based on their business plans. They have developed their business ideas and many of them have been very successful, selling in school and at school events.

● The extra-curricular activities are taken up by the vast majority of pupils and the school makes every effort to ensure that all pupils no matter what their background or education level get the opportunity to access these activities. More detail is available on request.

● Funded by the North of Tyne Combined Authority and aimed primarily at disadvantaged children in the first instance, the Life Science Centre in Newcastle have worked with students from KS3 after school to offer a practical science club. Those students later attended a visit to the Life Science Centre.

● An upcoming trip in 2026 is for a group of students to visit Parliament in London, travelling by train and on the London Underground. This trip also happened two years ago and was a fantastic experience for our students.

***Financial barriers that prevent learning are removed and disadvantaged learners have equity across all school areas with their non-disadvantaged peers.***

**The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.**

● Two assistant headteachers continue to support the four heads of year who take the lead in the pastoral provision for their year groups.

● A school counsellor works across all year groups with students that are referred by heads of year.

● Pupils food champions in school help to encourage healthy eating to all year groups. They work with catering staff on this.

● Pupil mental health champions offer support to their peers, having followed a training programme led by external professionals.

● The parents and pupils speak very highly of the pastoral support they are given and are positive about the personal development and well being of learners.

● There is a mixture of teaching and support staff who work with pupils to ensure that they are supported.

● All pupils receive education on healthy lifestyles and the school works with the two other federation schools to ensure there is a comprehensive SMSC curriculum and that it is age related and appropriate. This curriculum is in the process of being updated and the relevant teachers are working to ensure it is ready to be delivered in September 2026.

● 'Feel Good Friday' - on the first Friday of the month, pupils are allowed to wear non-uniform and participate in a pupil raffle which rewards positives seen during that week.

● Equipment is provided for anyone who needs it by form tutors and heads of year including stationery, uniform such as appropriate school shoes and PE kit.

● Our Uniformd shop continues to offer pre-loved clothing to make uniform as affordable as possible for parents and students.

***The percentage of persistently absent disadvantaged learners will reduce.***

● Persistent absence continues to be an ongoing challenge for the school.

● In addition to the strategies highlighted earlier in the document the school now contact parents of specific students in the afternoon to encourage them to attend the next day.

● There are ongoing referrals to mental health services to support students whose absence is below the level expected.

● Alternative provision has been sought for some students who struggle to attend school. Also, part-time timetables are used to manage students who are struggling with their attendance.

● Education welfare officers from the local authority deliver sessions to students whose attendance is below a certain level. They show them the impact of these missing sessions and give them a target to aim for before they return. This has motivated a number of our students to improve.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

| Programme | Provider |
|---|---|
| ● Staff well-being and staff CPD | |
| ● Nissan careers visits | Nissan |
| ● Stargazing | Kielder Observatory |
| ● KS3 science after school club | North of Tyne Combined Authority |
| ● Letterbox club | Book Trust |
| ● Educational workshops to prevent crime and raise drug awareness | |
| ● Northumberland Archives | |
| ● Counselling Service | |
| ● Sustainable Seafront Corridor | |

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

● embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

● offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.  We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.  We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

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

We will adjust our plan over time to secure better outcomes for pupils.