

Pupil premium strategy statement

USWORTH COLLIERY PRIMARY 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Usworth Colliery Primary School
Number of pupils in school	349 pupils
Proportion (%) of pupil premium eligible pupils	175 pupils (50%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 to 2027-28
Date this statement was published	September 2025
Dates on which it will be reviewed	July 2025, July 2026, July 2027, July 2028
Statement authorised by	Alison Forster (Headteacher)
Pupil premium lead	Alison Forster (Headteacher)
Governor / Trustee lead	Jonathan Chicken and Rosey Walker (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-2026)	£252,555
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£252,555

Part A: Pupil premium strategy plan

Statement of intent

At Usworth Colliery Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The cause and consequences of disadvantage are varied. Pupils eligible for the pupil premium grant are more likely to be lower attaining than other children. However, tackling disadvantage is not only about supporting lower attainers.

We will consider the challenges faced by vulnerable pupils, such as those who are cared for, have social workers, family workers, young carers and those dealing with difficult family circumstances. The activities we have outlined in this statement are also intended to support their needs regardless of whether they are disadvantaged or not.

Ensure that consistently good teaching is the best method of improving outcomes for disadvantaged children. Using pupil premium to improve teaching quality benefits all students and has a particularly positive effect on pupils eligible for the grant. Whilst pupil premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching. Where possible we keep pupil to adult ratios low and all pupils are taught in single year groups. We have a very strong monitoring timetable which incorporates all leaders looking at a range of evidence. We utilise the outcomes of monitoring to inform CPD. This approach ensures quality teaching for all lies at heart of our school improvement plan.

Our strategy is also integral to wider plans for education recovery, notably using teaching assistant intervention, increasing the number of teaching assistants per year group, increasing the number of HLTAs and access to additional provision within school (ASD Base/Thrive) to support pupils whose education has been worst affected, including non-disadvantaged pupils.

Teachers and leaders combine findings from research with professional expertise to make decisions. Taking an evidence-informed approach to pupil premium spending can help schools to:

- Compare how similar challenges have been tackled in other schools.
- Understand the strength of evidence behind alternative approaches
- Consider the likely cost-effectiveness of a range of approaches.
- Our leadership team consider research findings, including those of the EEF, and carefully consider practice that will enhance current practices.

Challenges

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

Challenge number	Detail of challenge (<i>updated and edited based on 2024-2025 data</i>)
1	<p>According to the IDSR the school location deprivation indicator is 'close to average', however, the pupils base (pupils who attend the school) places the school as 'well below average' which is the most deprived when compared to all schools.</p> <p>According to IDACI, 60% of our children live in the bottom 10% of the most deprived areas nationally, 76% in the bottom 20%, 80% in the bottom 30%, 85% in the bottom 40% and 96% in the bottom 50%. IDACI data over time shows an increasing trend in income deprivation in all the above categories for our pupils and their families. The majority of our pupils (90%) live in households where no-one has higher education, and many parents have low levels of literacy and numeracy.</p>

2	<p>Above 50% of our children enter Reception with knowledge and skills that are below those expected for their age. In the 2023 cohort this was a much higher percentage with 20% of the cohort significantly below expectations. <i>although many pupils in this cohort, are making progress there is a continued to be a concern about their academic levels.</i> Over time, each reception cohort has had differing aspects of low on-entry data within the prime areas, however communication and language are increasingly becoming the areas of most significant concern with each new cohort.</p> <p>In 2023, 29% of reception children entering Reception had been referred to Speech and Language services since entering Nursery. 52% of pupils entered reception with below the expected level of communication and language for their age. 51% of pupils were identified with SEN (18% being significant). In 2024, 22% of reception children entering Reception had been referred to Speech and Language services since entering Nursery. 44% of pupils entered reception with below the expected level of communication and language for their age. 13% of pupils were identified with SEN (8% being significant). This is less than the previous year but still a significant proportion of the year group.</p>
3	<p>119 (34%) pupils are currently identified as requiring SEN support in school this compares to a national average of 19.5%. Of these pupils, 28% of them (34 pupils) have a statement or EHCP compared to a national average of 5.3%. This means 10% of pupils in school currently have an EHCP. This is in part linked to the pupils who access the ASD Base in school but other needs vary across year groups. A high proportion of our Pupil Premium pupils also have SEND (42%) and many of these pupils also present as developmentally low with regard to their speech and language skills. A high proportion of SEND pupils across school are diagnosed with ASD (59 pupils 17% of school population and 50% of SEND pupils)</p> <p>Pupils with SEND are reviewed regularly and where pupils are making accelerated progress, working at expected standard or managing to access the curriculum with limited support, they are removed from the SEND Register. (Ever SEND 154 pupils compared to current SEND 119 pupils)</p>
4	<p>In 2024/25 PP attendance was 91.5% compared 95.7% for those not entitled to PP funding. This is an improvement from 90% in 2023/24 for PP attendance. However, the overall figure for attendance has not changed</p> <p>Whole school attendance is at 93.5% which is in the 9th decile nationally for 2024-25 (lowest 10-20%). 67/76 when compared to schools locally. Even though as a school our attendance figure is the same as last academic year, we have now dropped from decile 8 to 9.</p> <p>DFE attendance data shows 'persistent absence' ($\geq 90\%$) standing at 19.2% (which is 81 pupils out of 350) - 65/81 when compared with schools locally. End of year attendance data from the school management information system and tracking software shows that PP children are much more likely to be persistently absent (15%) compared to their non-PP peers (5%)</p> <p>There was a drop in persistent absence from 23.5% in 2023-24. However, the school is positioned in the 9th decile nationally for persistence absence in 2024-25 (lowest 10-20%).</p>
5	<p>Our school has a large number of children (37%+) who have been supported historically or currently by outside agencies including social care and family support workers recently. 90% of all pupils have had issues logged on CPOMS. Many of our families require some level of support from school to help them to address their needs and to support their children's learning. Some of our families struggle to support their children with reading, homework and school activities.</p>
6	<p>Whilst school maintained a high-level of support and teaching since the initial lockdown in 2020, the pandemic and missed schooling has inevitably had an impact upon achievement on pupil premium children. All children from Year 4 to Year 6 have missed learning due to COVID and pupils from the Reception cohort were either babies or born during the pandemic. Pupils in 2024-25 Reception to Year 3 will have</p>

	<p>missed essential pre-school socialisation, opportunities for language development and pre-school learning. However, great strides have been made since returning to school and achievement has improved. 2025 data shows 56% of PP children at the expected standard in writing compared to 42% in 2021 We are continually filling gaps in learning, and this will continue. A challenge for our pupil premium children is becoming engaged in writing.</p> <p>The curriculum is continually monitored to ensure core texts are exciting and relevant to children's experiences, their learning across the wider curriculum and to offer a stimulus for writing opportunities. At the end of the summer term in 2025, 51% of pupil premium children achieved expected in writing across school whilst 57% of non-pupil premium children achieved expected standard. This is a 2% increase for PP children since 2024 and an equal number for NPP children. Internal monitoring and data shows that achievement in writing is the lowest of the core subjects for pupil premium pupils.</p>
7	<p>External data from 2025 shows that writing continues to be the lowest performing for disadvantaged pupils when compared to reading and maths. Internal data also shows that there has been a steady decline in writing across school as a result of the missed learning, although data from 2025 suggests the decline is slowing and in some year groups, beginning to increase. Internal data shows that there have been some improvements in writing attainment since 2022, but children are not consistently making the accelerated progress intended from their early years starting points. Monitoring shows that when pupils are writing independently spelling and grammar learning is not applied appropriately (errors in common spelling and use of tense is particularly evident). Having spoken to staff about current concerns application of SPAG within independent writing was highlighted and this was evident in books.</p>

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
To increase attainment in writing for pupil premium pupils through high quality teaching, embedding a systematic approach to the teaching of spoken language and though providing pupils with increased opportunities to practise and apply spelling and grammar rules independently.	The percentage of disadvantaged pupils who meet expected standard in KS2 writing and SPAG for 2027-28 are at least in line with national data and the gap between pupil premium and non-pupil premium children is narrowing.
To provide interventions for pupil premium pupils who require additional support to apply their learning independently in phonics, spelling, grammar and sentence structure.	As above.
To ensure socially and emotionally vulnerable pupil premium pupils are confident and secure within themselves and ready for learning.	Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent surveys, teacher observations and external monitoring (SIP & governors).
All SEND pupil premium pupils access a curriculum relevant to their needs and ability.	Alternative ambitious and challenging curriculum in place for pupils accessing the ASD provision.
SEND Pupil Premium pupils are challenged and supported to make accelerated progress from their	Pupils showing small but significant steps of progress from their starting points.

starting points, narrowing the gap in attainment between them and their NPP SEND peers and those children without SEND	External data showing an increased number of SEND pupils achieving expected standard at the end of reception, in the Y1 phonics screener and in reading, writing and maths at KS2 Termly internal data shows an increasing number of SEND pupils reaching 'targeted for' or 'expected standard in the core subjects
To build aspiration through the introduction of a careers curriculum that informs pupil premium children of opportunities and possible careers linked to their current learning.	Pupil Premium children showing an increased understanding of the links between what they are learning in school and future application in real-life, evidenced through pupil voice, lesson observations and staff feedback. External monitoring (including SIP and Governors) evidenced improved engagement and attainment, with children demonstrating greater investment in their learning.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: The overall attendance rate for all pupils reaching 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to below 4%. The percentage of all pupils who are persistently absent being below 16% and the figure among disadvantaged pupils being no more than 8% lower than their peers.

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: £88,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly HAST diagnostic assessments to inform teaching and identifying individuals for intervention. Analysis of marking ladders/success criteria from 'hot writes' to inform future lesson planning and allocation of pupil premium pupils within future interventions.	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	2, 3, 6 & 7

	(Assessing and monitoring pupil's progress – EEF)	
<p>Explicit spelling lessons and SPAG taught outside of literacy lessons. Gaps identified through formative assessments and sessions taught accordingly as whole class sessions (trio time) and interventions/catch up sessions.</p> <p>Staff have previously received training on using colorful semantics to support sentence structure. Monitor embedded impact of this over time and share good practice.</p> <p>Monitor and adapt/improve delivery of new whole school spelling scheme. Staff supported to use the scheme to explicitly teach spelling rules and strategies, including developing pupil knowledge of morphology and etymology.</p> <p>Non-negotiable year group spellings embedded in each year group as a focus for filling gaps and avoiding future gap development.</p> <p>Links in literacy lessons to spelling which have been practiced and learnt. Lessons revisit spelling errors and strategies.</p> <p>Voice21 training for 2 oracy champions in school to develop expertise in delivery of oracy skills. Focus: supporting pupils to orally rehearse sentences, developing knowledge and confidence with sentence formation. Oracy Champions to model good practice and disseminate teaching strategies.</p>	<p>EEF guidance documents on Literacy in KS1 & KS2 suggest:</p> <p><i>"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 spelling and handwriting (or typing, where appropriate), as well as sentence construction. If these skills are slow or effortful then this will hinder progress in writing composition. High-quality practice is essential to develop fluent transcription skills."</i></p> <p>Based upon a range of information available from data, internal and external monitoring, our curriculum content is effective. When children are being taught specific lessons or assessed in a spelling test on specific rules, the children are more successful than writing independently. This shows that the children struggle to access working memory when writing independently (simple view of writing). Therefore, approaches support application of skills throughout the day and curriculum.</p> <p>The same document suggests that <i>'Language provides the foundation of thinking and learning and should be prioritised'</i>. Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk.</p> <p>Targeted teaching of oracy shows an impact of 6 months gain in attainment (EEF toolkit).</p>	2, 3, 6 & 7
<p>All staff to access online training through National College CPD subscription. Some courses signposted to staff as a result of appraisal and staff can access independently</p> <p>Local Authority subject/phase specialists support English Subject Lead to improve Writing Outcomes across KS2.</p> <p>EYFS LA specialist to continue to work with EYFS team to develop EYFS provision through training on high-quality interactions and language development opportunities.</p>	<p>EEF – Pupil Premium Guidance states that using the pupil premium funding to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the pupil premium. Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>All staff will receive tailored and targeted continuous professional development in approaches to specific aspect of their teaching.</p>	2, 3 & 6

<p>SMT focus on teaching and learning across school, including staff CPD, monitoring, etc.</p> <p>Termly pupil progress meetings identify pupils who need extra support through intervention or focus in the classroom. Staffing allocated accordingly.</p>	<p>Monitoring the effectiveness and quality of teaching is vital to school improvement and inevitably impacts on attainment for pupil premium pupils. A clear structure of accountability and monitoring is in place to ensure that activities set out in this strategy are implemented effectively.</p>	<p>1, 2, 3, 4, 5 & 6</p>
<p>Release SENDco from teaching responsibilities; allowing her time to</p> <ul style="list-style-type: none"> • monitor the progress of SEND pupils through data analysis and observing in class and in interventions • support teachers to regularly and purposefully assess pupils and offer strategies for teachers when writing support plans. • developing strategies to maximize achievement when pupils are required to work independently of adults • share expectations for information required for referrals to external agencies. <p>Assistant SENDCo to complete NPQSENDCo qualification and access release time to support SENDCo in monitoring progress of pupil premium pupils with SEND in mainstream classes. Identify pupils and offer support to staff (both teachers and TAs) where progress has stalled.</p>	<p>EEF Special Educational Needs in Mainstream Schools Guidance Report suggests that:</p> <p><i>Assessment should be regular and purposeful</i></p> <p><i>Small-group and 1:1 intervention can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.</i></p> <p><i>High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. TAs should supplement, not replace, teaching from the classroom teacher.</i></p>	<p>2, 3, 6 & 7</p>

<p>Develop the semi-formal and formal curriculum (Equals) for pupils within the ASD Base and Thrive provisions that is multi-tiered and recognises that differentiation of the National Curriculum is not sufficient to meet the needs of pupils with profound, complex, severe or global learning difficulties.</p> <p>Personalise the curriculum to meet the needs of the children and their community.</p> <p>Designate a Curriculum Lead within SEND teaching team to drive improvement in the curriculum offer through research into 'Equals' and other suitable SEND based programmes</p> <p>Monitoring of implementation and progress of pupils completed termly by SENDCo, Assistant SENDCo, SLT and school improvement partner.</p>	<p>A similar approach has been implemented in local special schools for pupils with similar needs and has been deemed effective by external monitoring.</p> <p>EEF guidance report on SEND in mainstream suggests that:</p> <p>'An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.'</p> <p><i>'Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.'</i></p> <p>The Rochford Review (2016) recognises that age-related expectations are not appropriate for a significant proportion of pupils working below the standard of the national curriculum tests, many of whom have SEND that affect their rate of cognitive development or speed of learning. It is important that they have the opportunity to demonstrate both attainment and progress, and that the way we measure their progress accounts for potential differences in the way these pupils learn.</p>	2, 3, 6 & 7
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocate Teaching Assistants across school to support in classes and deliver immediate/planned intervention.</p> <p>Implement targeted booster/ intervention sessions led by Level 3 Teaching Assistants for EYFS, KS1 and KS2 for pupil premium pupils, including, phonics, handwriting, inference and maths.</p> <p>Utilise TAs from across school to provide small group Phonics teaching for children in Reception, Year 1 and the most vulnerable children in Year 2 and</p>	<p>The work from immediate intervention will also be linked very closely to the work in the classroom, including improving and extending learning with an aim for the children to apply their learning independently (EEF Guidance report – Making best use of teaching assistants).</p> <p>Effective teaching assistant interventions show an impact of 4 months gain in attainment (EEF toolkit)</p>	2, 3, 6 & 7

3. Groups regularly assessed, and gaps filled quickly. Phonics Lead is released fortnightly to monitor teaching and provide support through shared planning and co-teaching.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds and phonics taught as small group interventions have a positive impact (+4 months) (EEF toolkit)	
Within each class, pupils are grouped according to attainment in lessons depending upon learning. These are changed on a lesson-by-lesson basis depending upon teacher assessments (adaptive teaching).	This approach shows an impact of 2 months gain in attainment. (EEF toolkit)	2, 3, 6 & 7

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

Budgeted cost: £64,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to employ Thrive teacher/behaviour specialist, and a full-time teaching assistant to support vulnerable pupils through individual and small group interventions and support staff.</p> <p>CPD from behaviour lead for teaching assistants around managing behaviours and for lunchtime supervisors around supporting pupils in unstructured times.</p> <p>Continue to embed Thrive principles through whole school behaviour policy to support children who struggle to regulate emotions and behaviour.</p> <p>Fund Headteacher and Behaviour Lead to update reaccreditation as Team Teach trainers to enable them to support all staff with de-escalation techniques and for them to receive either Level 1 or 2 Team Teach training within school on an annual basis.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects (impact of 4 months gain in attainment – EEF toolkit).</p> <p>The pupils within the setting are continually taught in small groups (impact of 4 months gain in attainment – EEF toolkit).</p> <p>EEF Improving Behaviour in Schools Guidance Report suggests that targeted approaches should be used to meet the needs of individual pupils and that ‘teachers should be trained in specific strategies if supporting pupils with high behaviour needs’ This is what Team Teach training provides.</p>	1, 2, 4, 5 & 6
Maintain and fund free breakfast for PP children – proportion of funding used for staffing and food (other pupils funded through main budget). All children access to toast on arrival.	An EEF report stated ‘The model of pre-school breakfast clubs the EEF trialled – free and universal – appears to have 14 clear benefits to pupils. In addition to the positive attainment impact found for pupils in Year 2, the independent evaluation also found both improved attendance	1 & 5

	and behaviour in schools. Most importantly, breakfast clubs help ensure that no child has to learn when they're hungry.' We will allocate some of our pupil premium funding to support the additional costs of our free breakfast club. Our breakfast club is vital to support our pupils and families linked to many of the challenges outlined above	
Continue to fund counsellor within school supporting our most vulnerable children and families (2 days per week).	Efforts to promote social and emotional learning (SEL) is especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their peers. EEF Social and Emotional Learning document.	1, 4 & 5
Maintain and partially fund the role of Family Liaison Officer to work alongside families with persistent attendance or punctuality concerns as well as issues with mental health and well-being.	Following principles set out in the DfE's guidance – Improving school attendance. This has been informed by engagement with schools that have significantly reduced levels of absences and persistent absences.	1, 4 & 5
Develop new initiatives to engage pupils/ families with attendance and punctuality, particularly those with persistent absence.	As above.	1, 5 & 6
Counsellor, Family Liaison Officer, Thrive Teacher and Safeguarding leads form pastoral team to monitor individual pupils, impact of work and plan further actions.	See all elements above.	1, 5 & 6
<p>Embed the 'Careers Curriculum', building on the cultural opportunities work being done in school to widen aspiration among pupils and support them to make links between their learning and future job opportunities.</p> <p>Subject Leads share links between subject-specific disciplinary knowledge and career opportunities in their subject's curriculum overview. Teachers embed these links into their teaching.</p> <p>Support shortfall in funding for visits and visitors to school to reduce financial burden on parents while enabling all pupils to access enrichment opportunities.</p> <p>Part funding of school minibuses to support disadvantaged pupils' access educational and sports opportunities.</p>	<p>EEF toolkit sites that Evidence around aspirations interventions is weak. However, they accept that <i>'there is a risk that a lack of good quality careers education disproportionately impacts on students from disadvantaged backgrounds, who are perhaps less likely to have family or friends with the breadth of insight and expertise to offer informed advice, and therefore they could be left poorly equipped in making decisions about their futures'</i></p> <p>The tool kit also notes that:</p> <p><i>Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves</i></p>	1 & 4

Total budgeted cost: £240,800

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Intended Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A	To increase attainment in writing for pupil premium pupils through high quality teaching, embedding a systematic approach to the teaching of spoken language and though providing pupils with increased opportunities to practise and apply spelling and grammar rules independently.	The percentage of disadvantaged pupils who met the expected standard in KS2 writing and SPAG for 2024/2025 are at least in line with national data and the gap between pupil premium and non-pupil premium children is narrowing.
	<p>Through quality first teaching, high quality specific interventions during the year 2024/2025, there has been a significant increase in the numbers of pupil premium children achieving age related expectations in writing and reading.</p> <p>End of KS2 data analysis for Writing shows a gap of 15% between pupil premium pupils and non-pupil premium pupils in writing (36% in 2023 and 10% in 2024).</p> <p>For SPAG, 92.3% of non-pupil premium pupils met or exceeded the Expected Standard compared to 50% of pupil premium pupils.</p> <p><i>Evidence: Data analysis, pupil progress meeting notes, end of key stage assessment data and monitoring evidence, including book scrutiny.</i></p>	
B	To provide interventions for pupil premium pupils who require additional support to apply their learning independently in phonics, spelling, grammar and sentence structure.	As above.
	<p>The vast majority of pupil premium pupils have had interventions led by teaching assistants this year, including immediate intervention and pre-teach.</p> <p>Additionally, in reception/KS1 the increased number of adults teaching daily phonics has allowed for small group quality first teaching and targeted interventions which has led to improved Y1 phonics assessment outcomes</p> <p>This increased input has produced an increase in attainment in KS1 and those targeted to achieve age related expectations in Writing in KS2. Interventions have ensured that the overwhelming majority of pupils across the school have made at least expected progress in 2024-25. Where progress has stalled actions are in place through support plans.</p> <p><i>Evidence: Intervention logs, data analysis, work scrutiny and end of year assessments.</i></p>	
C	To ensure socially and emotionally vulnerable pupil premium pupils are confident and secure within themselves and ready for learning.	Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent surveys, teacher observations and external monitoring (SIP & governors).

Intended Outcomes

Pupil premium pupils are supported through school systems including access of the Family Liaison Officer, pastoral support worker and behaviour support. All work is logged and coordinated through CPOMs. Five out of the seven pupils accessing Thrive have pupil premium funding. 43 out of 53 pupils who accessed the pastoral support service are in receipt of pupil premium funding. We have achieved the bronze mental health charter mark in recognition of our health and wellbeing team supporting parents and pupils. Key staff have completed substantial mental health and wellbeing training throughout the year. Significant work on mental health and well-being has been completed through PSHCE sessions and school events.

Parent surveys from March 2024 share the following positive results from 42 surveys complete (figures show % positive responses from parents)

Evidence: <i>meeting logs, parent and surveys, HT governors assembly/PSHCE plans</i>	My child is/children are happy at Usworth Colliery.	88%	Pastoral notes, CPD newsletters, pupil reports to &
	My child feels/children feel safe at Usworth Colliery.	91%	
	Usworth Colliery makes sure its pupils to be well behaved.	88%	
	Usworth Colliery supports my child/children's wider personal development (e.g. support with emotional issues, understanding the community/world, etc.)	80%	

D	<p>All SEND pupil premium pupils access a curriculum relevant to their needs and ability. SEND Pupil Premium pupils are challenged and supported to make accelerated progress from their starting points, narrowing the gap in attainment between them and their NPP SEND peers and those children without SEND</p>	<p>Alternative ambitious and challenging curriculum in place for pupils accessing the ASD provision. Pupils showing small but significant steps of progress from their starting points.</p> <p>External data showing an increased number of SEND pupils achieving expected standard at the end of reception, in the Y1 phonics screener and in reading, writing and maths at KS2</p> <p>Termly internal data shows an increasing number of SEND pupils reaching 'targeted for' or 'expected standard in the core subjects</p>
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Equals curriculum is an integral part of teaching in Base Provision classes and has supported children to access a range of learning opportunities relevant to their needs, at a more suitable level using a thematic approach. All staff have been trained though the 'Equals' provider and accessed CPD led by the SENDCo to implement the curriculum over the academic year. Staff have also had the opportunity to work together to develop their planning and moderate assessments.

Learning objectives are closely linked to pupils' individual needs (from their EHCP), their PIVATs assessments and their personal interests in order to engage them fully and ensure they make good progress from their starting points.

PIVATS tracking shows that 71% of all pupils accessing the Provision made expected+ progress in the core subject areas (up from 63% in 2024), this was 64% for Pupil Premium children (up from 53% in 2024).

In Reading 72% made expected+ progress (PP 57%; 40% in 2024).

In Writing 70% made expected+ progress (PP 69%; 65% in 2024).

In Maths 71% made expected+ progress (PP 57%; 55% in 2024).

Evidence: data analysis, work scrutiny and end of year assessments

Intended Outcomes		
E	<p>To build aspiration through the introduction of a careers curriculum that informs pupil premium children of opportunities and possible careers linked to their current learning.</p>	<p>Pupil Premium children showing an increased understanding of the links between what they are learning in school and future application in real-life, evidenced through pupil voice, lesson observations and staff feedback.</p> <p>External monitoring (including SIP and Governors) evidence improved engagement and attainment, with children demonstrating greater investment in their learning.</p>
	<p>Our approach to raising aspiration for Pupil Premium children is guided by the Gatsby Benchmarks of Good Career Guidance, (Benchmarks 4 and 5 for Primary Schools) that help ensuring a structured, progressive programme that links learning to future opportunities.</p> <p>Benchmark actions achieved this academic year include:</p> <ul style="list-style-type: none"> • An increase in opportunities offered to all children to engage with people for the world of work through workshops, projects, assemblies and careers fairs with KS1 developing understanding of job roles in the community and KS2 accessing teaching around apprenticeships as a future career pathway • Staff accessing My Path Unlimited resources (e.g., Job Spotlights, Science/Maths/English “Why Bother?”, Guess My Job) to make explicit links between the curriculum and real-world opportunities. • Year Group Careers Related Learning Floorbooks are in place to record and track how aspirations change as children move through school as a form of recording, monitoring and assessing impact. • All curriculum documents now contain links to disciplinary skills and possible careers as well as subject aspiration cartoons embedded across the curriculum to reinforce career connections. <p>Evidence: work scrutiny. North East Ambition’s Career Benchmarks Monitoring Report. Careers-Related Learning Plan (NEA)</p>	