

Pupil premium strategy statement – Byers Green Primary School 2025 - 2028

This statement details our school's use of pupil premium (and recovery 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	77
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025- 2026 2026- 2027 2027 - 2028
Date this statement was published	10.12.25
Date on which it will be reviewed	December 2026
Statement authorised by	G. Dodds
Pupil premium lead	G. Dodds
Governor / Trustee lead	G. Henderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,330
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£33,330
<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>	

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Byers Green Primary School is to ensure that all children achieve to their full potential irrespective of their background or the barriers they face. We intend to narrow the attainment gap between disadvantaged and non-disadvantaged pupils. We expect that all children are given the best possible start to their education and achieve or exceed National Expectations by the time they leave us at the end of Key Stage 2.

We aim to do this by:

- Delivering high-quality teaching which focuses on the areas in which disadvantaged pupils require the most support.
- Accelerating reading with a rigorous phonics programme.
- Providing opportunities for disadvantaged pupils to receive personalised learning programmes, which are tailored to their exact needs, through effective deployment of teacher time.
- To use internal data to quickly identify children who are not achieving to their full potential and deliver catch up sessions.
- Continue to develop our positive and inclusive ethos, where all staff take responsibility and action to raise expectations of what disadvantaged (and all) pupils can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Speech and Language barriers for some of our disadvantaged pupils mean they are starting school with a delay which then impacts on early phonics, reading and writing. This then opens the gap between their peers.
2	Retention of basic skills such as phonics, spellings and times table facts can create a barrier to successful age-related progress. It also impacts recall and application of knowledge across the curriculum.
3	61% of our SEN cohort are also disadvantaged.
4	Disengagement with learning – some of our disadvantaged pupils do not have the motivation to engage with learning. Homework and reinforcing learning at home with regular reading practice can also be a barrier for our disadvantaged pupils.
5	External issues affecting the child due to mental health, anxiety around school and resilience impact their approach to learning.
6	Cost of living crisis has limited access to wider cultural opportunities and experiences for our disadvantaged cohort.

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
Children will make rapid progress in speech and language.	Engagement with speech and language services and referrals made. SLA raised with SALSP team to support children with significant delays. Use of resources recommended by the speech and language team to be delivered in school as one-to-one intervention.
Children will meet age related and higher expectations in phonics screening, reading and writing. Provide increased opportunities in school to read aloud to an adult. Continue the whole school ethos to encourage a love of reading.	Track and monitor children throughout the school year to ensure all children are making sustained progress in phonics and reading. Provide support to anyone behind age-related expectations to ensure the gap between disadvantaged and non-disadvantaged pupils is narrowed. Investment in additional Little Wandle resources to support transition to KS2. Purchase of new motivating reading materials at LKS2 level. Teachers focusing on target children on a weekly basis.
Engage parents by providing a coffee morning to show them the different platforms children can access at home.	Spring 1 coffee morning – linked to Safer Internet Day– spend some time in classes looking at the platforms we use in school. Parents/carers join their children in class to look at the way we can use online platforms. They can also work together on key aspects of Online Safety.
All children demonstrate a good understanding of key mathematical facts.	Set personalised targets to ensure children are learning Times Tables. Teaching staff to support children's confidence and acquisition of arithmetic skills by prioritising this in their teaching. Set homework via online platforms to support and consolidate key mathematical concepts.
Reduce the number of persistent absentees and improve attendance.	Raise parental awareness of the impact of missing school through newsletter updates and ensure they are aware of the impact of term-time holidays. Work with families and overcome barriers they may face. Work with external agencies to enforce improved attendance.
Improve the emotional resilience of disadvantaged pupils and provide support for mental health.	Delivery of high-quality PSHCE and RSE curriculum by class teachers. Whole school assemblies around mental health, well-being and key values. Pupil Voice used every fortnight to explore these areas.
Music tuition paid for by funding those who show an interest in this area of the curriculum.	Pupils are able to access high quality music tuition.
To provide children with enrichment opportunities such as high quality trips to support the curriculum and a range of extra-curricular after school clubs.	Increased subsidies and financial support offered. Opportunities linked to the curriculum to broaden the children's cultural capital.

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: £22,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children to be taught in 4 classes – keeping class sizes smaller – especially for younger age groups.	<p>EEF Teacher Toolkit; Reducing Class Sizes(+2)</p> <p>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</p>	1,2,3,4,5
Revisit training on Little Wandle to ensure consistency and fidelity to the programme. Training to focus on the needs of ALL pupils including those with the most complex SEN needs.	<p>EEF Teacher Toolkit; Phonics (+5)</p> <p>Training and staff development are key aspects in school improvement; well trained staff are more likely to have the skills needed to identify barriers to learning and put the necessary actions into place, particularly as they know the children well. Ensuring consistency in approaches is key to this; collaboration, feedback and marking, mastery learning.</p> <p>Quality Assurance of Teachers Continuing Professional Development.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>A whole school approach to high quality phonics delivery with early identification and catch up for those falling behind.</p>	1,2,3
Investment of Lexia Core 5 alongside other online platforms to provide individualised instruction to pupils wide and varying needs.	<p>EEF Teacher Toolkit; Individualised Instruction (+4)</p> <p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.</p> <p>The impact of Lexia can be seen below and shows 1-2 months of progress for reading outcomes for pupils.</p> <p>Lexia Reading Core5® EEF</p>	1,2,4
Purchase of LKS2 books 'The Jewels' to engage and motivate pupils in a new and motivating scheme to	<p>EEF Teacher Toolkit; Reading Comprehension Strategies (+6)</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading</p>	2,4

<p>support the transition into KS2.</p> <p>The English curriculum continues to be based around high quality texts in order to develop a love of reading, provide high quality writing opportunities and develop reading comprehension skills for all learners. Teachers will use Quality First Teaching in order to provide well-structured support to disadvantaged pupils.</p>	<p>instruction. Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p>	
<p>Teachers to explicitly teach strategies to the children to support cognition and learning. Encourage effective learning strategies and encourage positive attitudes to learning.</p>	<p>EEF Teacher Toolkit; Metacognition (+7)</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Children given the opportunity to reflect on learning before and after topics. Mind maps, thought showers, quizzes and collaborative discussions used to ensure children remember more.</p>	1,2,3,4,
<p>To develop Pathways to better understand and target the needs of all pupils.</p>	<p>EEF Teacher Toolkit; Small Group Tuition (+5)</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>The Blossoms Room and Corridor Club provide small group work for children with bespoke targets where needs can be met with alternative provision.</p>	1,3,5

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children will make rapid progress in speech and language.</p>	<p>Engagement with speech and language services and referrals made. SLA raised with SALSP team to support children with significant delays.</p> <p>Use of resources recommended by the speech and language team to be delivered in school as one-to-one intervention.</p>	1

<p>Class teachers and support staff to deliver intervention sessions/ catch up sessions on a weekly basis.</p>	<p>EEF Teacher Toolkit; Small Group Tuition (+4)</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>Internal data has been used in order to identify need and put intervention lessons in place for learners.</p>	<p>1,2,4</p>
<p>Targeted phonics support for rapid catch-up</p> <p>Regular phonics reviews and targeted children identified.</p> <p>Lexia data reviewed regularly and interventions followed up by class teacher</p>	<p>EEF Teacher Toolkit; Phonics (+5)</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Using Little Wandle Letters and Sounds revised, we are raising expectations in phonics. By focusing on this early reading skill, we feel that we are unlocking the whole curriculum for the children. All staff are aware of how important this skill is and are directing personalised programmes to the children to ensure sounds are learnt and retained. This is also supporting the children with low attendance as they have an opportunity to revisit sounds.</p>	<p>1,2</p>

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mental health and wellbeing – weekly lessons following SCARF curriculum</p> <p>Weekly assemblies targeted at Mental Health and Well-being.</p> <p>Well-being groups introduced to incorporate low demand times where well-being and getting along are the focus.</p>	<p>EEF Teacher Toolkit; Social and Emotional Learning (+4)</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year</p>	<p>5</p>
<p>To engage pupils in wider achievements with a focus</p>	<p>EEF Teacher Toolkit; Arts Participation (+3)</p>	<p>6</p>

<p>on creativity and expression.</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p>Engage with Spennymoor Town Council bus stop art project.</p> <p>Deliver Christmas shows/Nativity to engage in drama and speech and language.</p> <p>Engage in community craft mornings eg Easter Egg making, Praise Café and Harvest Coffee morning.</p> <p>Music Tuition provided for disadvantaged pupils</p>	
<p>Digital subscriptions to support bespoke learning</p> <p>Lexia £4000</p> <p>Purple Mash Subscription £888</p> <p>Letterjoin Subscription £144</p> <p>Scarf Subscription £192</p> <p>Little Wandle Letters and Sounds £350</p> <p>TT Rockstars Subscription and Numbots £205</p> <p>Track-its - £300</p>	<p>Evidence from EEF research indicates that digital technology suggests: (+4) gain</p> <p>research findings show that providing digital technology packages that enable children to practice can impact on their ability to remember key concepts and ideas</p>	<p>1,2,3</p>

Total budgeted cost: £33,330

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of Teaching Strategies:

Staff CPD on Problem Solving in maths has created a whole school approach to this area which has put problem solving in the spotlight for our pupils. This has developed resilience and encouraged a culture of trial and error and to keep trying. The love of reading is evident from the engagement in class novels and the keenness of children to listen to the next chapter and talk about the book and authors. Children receive a broad, balanced and high quality curriculum with engaging and exciting opportunities. Staff engage in local projects to inspire the pupils such as the project on a local author and Beamish Outreach team (Sid Chaplin and Norman Cornish)

Review of Targeted Intervention:

All teaching and teaching assistant time was planned and used to the maximum benefit of the learners, especially the disadvantaged pupils. Children received adaptive teaching and bespoke curriculums in

order to close the gaps. Teachers have used data to inform their teaching of gaps in learning and students in need of additional support.

Review of Wider Strategies:

Five children accessed high quality music tuition. Opportunities to visit Beamish, an outdoor residential, local universities, local libraries to meet authors, parks and sporting events have all supported the pupils from disadvantaged backgrounds. Free After school clubs have given the opportunity for all pupils to attend something additional than basic school hours. Engaging in whole school performances and celebrations have given all pupils opportunities.

Results for 2025 were as follows:

	Byers Green	National
EYFS - GLD	71.4% (7 children in cohort)	68.3%
Phonics	75% (11 children in cohort)	79.9%
Yr4 MTC	77% scored above 20 out of 25 12% children scored 25 (13 children in cohort)	
KS2 Results	(8 children in cohort)	
KS2 - Reading	75%, 12.5% HS	75.1%, 33.4% HS
KS2 - Writing	75%, 0% HS	72.3%, 12.8% GDS
KS2 - GPS	75%, 0% HS	72.6%, 29.6% HS
KS2- Maths	62.5%,0% HS	74.1%, 26.3% HS
KS2 - RWM	62.5%,0% HS	62.2%, 8.4% HS