PUPIL PREMIUM STRATEGY STATEMENT

School Overview	Data
School name	Biddick Primary School
Number of pupils in school	282
Proportion (%) of Pupil Premium eligible pupils	11.5%
Academic years covered by our current Pupil Premium Strategy Plan	2024-2027
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Wendy Fowler
Pupil Premium Lead	Wendy Fowler
Governor	Viv Low
Funding Overview	**Amount**
Pupil Premium funding allocation this academic year	£ 45,450
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 45,450

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

Our intention is that all pupils at Biddick Primary School, irrespective of their background or the challenges they face, make good progress and achieve well in all subjects across the curriculum. The focus of our pupil premium strategy is to support and nurture disadvantaged pupils to achieve that goal and ensure they reach their full potential from their own starting point.

We will consider the challenges and barriers to learning faced by any vulnerable pupil in our school. The plan outlined in this statement is not limited to pupils considered disadvantaged.

Ensuring pupils have daily access to high quality teaching is at the heart of our approach. Identifying and focusing on areas in which disadvantaged pupils requires the most support will have the greatest impact on closing the disadvantaged attainment gap but it is recognised at the same time that all pupils in our school will benefit. We strive to ensure an effective teacher is in front of every class and every teacher supported to deliver a curriculum that is developed through an understanding of our pupil's backgrounds, life experiences and culture. Targeted support will be carefully planned and delivered for those individuals who are not making good progress across the spectrum of achievement.

Our strategy is also integral to wider school plans for high attainment. Non- academic barriers are developed with an importance on ensuring our pupils; particularly disadvantaged pupils have good attendance, behaviour and emotional support.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment. We will not make assumptions but use professional expertise alongside research evidence to make informed decisions. We will: deliver an aspirational, inclusive and holistic curriculum to all pupils; adopt a whole school approach in which staff have high expectations of disadvantaged pupils; intervene in a timely manner to ensure disadvantaged pupils have the opportunity to keep up.

CHALLENGES

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

Challenge	Detail of challenge
1	Speech and Language skills on entry to EYFS are below age expectation.
2	KS1 and KS2 data indicates that disadvantaged children are not performing as well as other children at high score/greater depth in reading, writing and maths.
3	Increasing numbers of our children are requiring support / regulation in order to access learning.
4	Disadvantaged children are accessing fewer extra-curricular and additional activities than non-disadvantaged children.
5	Attendance figures are low compared to pre-pandemic rates.

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
1. Children in EYFS and KS1 will have good language and communication skills.	Observations, formative and summative assessments and book scrutiny will show an increase in language skills amongst our disadvantaged children and the gap between disadvantaged and other children will reduce.
2. Greater number of GD/HS in reading, writing and mathematics among disadvantaged children.	Termly assessment and end of year reading standardised tests will show an increase in GD/HS for disadvantaged pupils. KS2 outcomes will show that our disadvantaged children perform at a higher level at least in line with other disadvantaged children nationally.
3. Our disadvantaged children are ready to learn and engage with the curriculum.	Sensory regulation activities are helping children to reach a state that is more conducive to learning - and are therefore increasing their capacity to engage in activities and participate within the school day.
4. Children have greater access to a wider set of experiences that they otherwise would not encounter.	Rich experiences are coherently planned, through the extra-curricular activities, and considerably benefit our children. There is strong take-up by children – including those disadvantaged and with SEND - of the opportunities provided.
5. Our disadvantaged children have sustained and improved attendance.	Sustained and improved attendance by 2024-25 demonstrated by a strong attendance rate and persistent absence percentage in comparison to national and attendance gap between disadvantaged and non-advantaged remains less than 5%.

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 (£16,581), Targetted Support (£7011) Wider Strategies (£21, 858)
Total Spend - £45,450

TEACHING (PROFESSIONAL DEVELOPMENT, RECRUITMENT AND RETENTION)

Budgeted cost: £16,581

English and mathematics advisory hours: £979.00
Additional LA training/courses: £750.00
Staff training cover: £450.00
TA Intervention costs: £14,402

Activity	Evidence that supports this approach	Challenge
Develop depth in mathematics through fluency, problem solving and reasoning. All staff to share best practice and attend training delivered by Maths Lead and LA SIO.	High quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. (EEF) We need to teach pupils to use and compare different approaches to problem-solving, show them how to interrogate and use their existing knowledge to solve problems, using worked examples. (EEF)	2
Fluency in reading developed through quality first teaching. All staff receive training on a structured approach to teaching reading fluency and how to read like an expert. School supported by English LA SIO.	High quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. (EEF) It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future. (EEF)	2
Research effective use of Artificial Intelligence across the curriculum. All staff to receive training and share best practice to develop content knowledge	High quality teaching is pivotal in improving children's outcomes. (EEF) The question is no longer whether technology should have a place in the classroom, but how technology can most effectively be integrated in ways which achieve improved outcomes for young people. (Using digital technology to improve learning (EEF)	2

TARGETED ACADEMIC SUPPORT (SUPPORT, INTERVENTIONS AND RESOURCES)

Budgeted cost: £7,011.00

Reading Scheme books: £980.00
Oxford Owl and RWI Subscriptions: £1,271.00
Cracking Comprehension Subscription: £312.00
Reading Hub and Reading About books: £1,235.00
Number Sense Subscription: £246.00
White Rose Plus Subscription: £184.00
Maths resources: £379.00
Kapow Subscription: £273.00
Reception Get Writing resources: £631.00
ICT maintenance: £1,500.00

Activity	Evidence that supports this approach	Challenge
In EYFS, language and communication to be developed through a focus upon Quality interaction alongside oral interventions in spring and summer terms– BLAST, NELI, PECS – where appropriate.	The explicit teaching of language and communication, reading, and writing, provide the very building blocks for success in school, and in life (EEF)	1
Further develop reading for pleasure by enriching our reading environment and resourcing a wide range of high-texts for free reading time- especially for low interest readers.	The use of high-quality books within the reading curriculum is at the heart of a school's successful approach to engage and support children to become motivated and independent readers. (CLPE)	2
Catch-up intervention for fluency in number	Children need to recall knowledge rapidly and accurately and apply this knowledge in different contexts. To do this, children need to develop their conceptual understanding using manipulatives and representations. They need varied and frequent practice. (EEF)	2
KS1 phonics with targeted children Y3/4 Fast Track phonics intervention for those children still on phonics programme. Additional reading intervention for lowest 20%	Tuition targeted at specific needs and knowledge gaps can be effective method to support low attaining pupils or those falling behind, both one to one and in small groups (EEF)	1 2 3

WIDER STRATEGIES (ATTENDANCE, WELL-BEING, BROADER PERSONAL DEVELOPMENT)

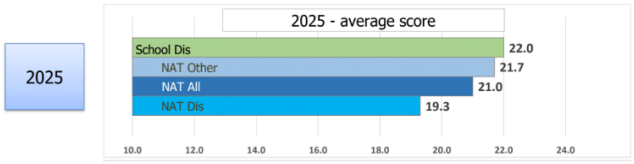
Budgeted cost: £21,858.00

School Counsellor SLA: £7,209.00
Author visits: £380.00
Theatre visits: £ 2,542.00
Additional trips/visits: £750.00
Set up of new wraparound room: £3,100.00
New after-school/lunchtime clubs: £5,112.00
Autism Attention resource and calm down kits/sensory resources: £500.00
Sensory regulation training: £160.00
Subsidised wraparound places: £2,000
Attendance incentives: £105.00

Activity	Evidence that supports this approach	Challenge
Promote reading for pleasure through reading time, author and theatre visits alongside availability of engaging high-quality reading resources.	DfE research details the importance of reading for pleasure for both academic and personal development reasons. Ensuring our children become the best readers possible means that they can engage positively with a broad curriculum.	2
SLA with Sunderland Counselling Service to provide a school counsellor one day a week to work with individuals and groups.	Good mental health and wellbeing helps children and young people develop, attend school, engage in learning and fulfil their potential. (DfE).	3
Research and source an effective self – regulation programme. Complete whole-staff training, implement and resource appropriately. Deliver training to staff on use of circuits in sensory time.	Self-regulation and executive function help children to develop a greater awareness of their thoughts and feelings, and an increasing capacity to choose how they adapt their actions and behaviour in different contexts. Developing these skills may mean children do better later in their education. (EEF)	3
Focus upon rich learning opportunities across the school day – including increasing the variety of extra-curricular activities and supporting disadvantaged children to attend.	Enriching education has intrinsic benefits. All children deserve a well-rounded, culturally rich education. This will also have a positive impact upon academic progress. (EEF)	4
Promote, raise awareness and reward good attendance.	Being in school is important to a child's academic achievement, wellbeing, and wider development. Evidence suggests that regular school attendance is a key mechanism to support children and young people's educational, economic and social outcomes. (DfE)	5

PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

This details the impact that our pupil premium activity had on pupils in 2024/25 academic year.

Desired outcomes and how they will be measured.	Impact – July 2025
Children in EYFS and KS1 will have good language and communication skills. Observations, formative and summative assessments and book scrutiny will show an increase in language skills amongst our disadvantaged children and the gap between disadvantaged and other children has reduced.	Only 4 children identified as PP this year and 1 out of 4 achieved GLD therefore 25% of pupil premium children achieved GLD in comparison to 67% of non-pupil premium, word reading 50% compared to 75%, writing 75% compared to 78%. 86% of our Y1 children achieved expected standard in Phonic Screening. 100% of PP children achieved expected standard compared to 83% of non-PP children.
Disadvantaged children will have improved reading attainment across school. Termly assessment and end of year reading standardised tests will show an increase in attainment for disadvantaged pupils. KS2 reading outcomes in 2024-25 will show that our disadvantaged children perform at least in line with other disadvantaged children nationally.	By the end of KS2 63% of pupil premium children achieved expected standard equalling pupil premium children nationally.
Improved writing and mathematics attainment among disadvantaged pupils Termly assessment (against Sunderland's KPIs for writing) and end of year maths standardised tests will show an increase in attainment for disadvantaged children in both writing and maths. KS2 maths and writing outcomes will show that our disadvantaged children perform at least in line with other disadvantaged children nationally.	End of KS2 mathematics data for our 2025 cohort shows 100% of our disadvantaged children achieved EXS + compared to 91% school non-disadvantaged and 80% national non-disadvantaged. Y4 Multiplication Scores show that our children are performing better than national disadvantaged and non-disadvantaged.  In KS2 writing – 63% of pupil premium children achieved EXS compared to 59% disadvantaged children nationally.
Sustain and improve the mental well-being of all of our pupils and in particular our disadvantaged. Children will be identified earlier and rapid referrals to appropriate services will be made where appropriate. Parent voice through school council and surveys will be listened to and where appropriate action will be taken to address issues. A significant percentage	Disadvantaged pupils access all teamwork and resilience/independence building activities, such as trips, visitors and learning experiences. As a result, they demonstrate high self-esteem and increased confidence and independence. We have extended our Breakfast and After School Club subsidy offer and subsidise an increased number of Rocksteady music tuition places. Rapid referrals are made to a number of support services and outside agencies.

of our children state they are happy in school. Staff and parent voice will be sought via surveys and findings will be acted upon where appropriate.	Children's surveys evidence that children feel happy and safe in school. Staff surveys strongly agree that children are safe, any concerns or worries or acted upon and that the culture we have developed in school is right for our children.
To ensure our disadvantaged children are ready to learn and engage with the curriculum. Children will be identified and sensory time given to ensure they are ready to learn. Ensure those children who need the use of a laptop at home to access online learning or other learning platforms are given the technology they need.	Our pupils enjoy coming to school and interest level is high. They all have access to a broad curriculum and a range of enrichment opportunities, which we have improved further this year. We have provided our children with a variety of activities and worked with a number of external providers to offer opportunities they would not otherwise have been able to experience, such as pantomime trips, visiting theatre companies and school visits/visitors. We have continued to run sensory timetables and facilitated strategies to be used in class for children from nursery to year 6, who require it in order to access their learning.
To ensure our disadvantaged children have sustained and improved attendance. The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced the difference is less than 5%.	Attendance remains good in school with an overall absence of 4.5% compared to 5.2 % national and a PA of 8.9% compared to 12.6% national. We worked through our attendance procedures to improve the attendance of two of our disadvantaged pupils, who were PAs. Disadvantaged Cohort has an overall absence of 5.4%, which is 1.2% higher than the national Non-disadvantaged Cohort at 4.2%. This is a decrease of 1% from 2024/25.