



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the academic year 2025 to 2026 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	Shiremoor Primary School
Number of pupils in school	Nursery – 33 Reception - 38 Year 1 – 36 Year 2 – 48 Year 3 – 48 Year 4 – 47 Year 5 – 39 Year 6 - 35 Total number of children – 324 Total number of children – 291 (Rec – Y6)
Proportion (%) of pupil premium eligible pupils	44% of whole school 49% of eligible children Rec-Y6 Rec- % of cohort are PP Y1- 21% of cohort are PP



	<p>Y2- 39% of cohort are PP Y3- 37% of cohort are PP Y4- 55% of cohort are PP Y5- 46% of cohort are PP Y6- 51% of cohort are PP</p> <p>Total 143 Highest percentage of Pupil Premium Children per year group is in Year 4.</p>
<p>Proportion of Pupil Premium also SEND</p>	<p>13% of all children on roll from Rec-Y6 are SEND Pupil Premium</p> <p>27% of all Pupil Premium children are also recorded on the SEND list.</p> <p>38% of all SEND children on roll are also recorded as PP.</p> <p>1 child has an EHCP in school of which is also recorded as PP (100%)</p> <p>1 in Year 6</p> <p>Reception- % of PP in this cohort are SEND Year 1- 11% of PP in this cohort are SEND Year 2 – 13% of PP in this cohort are SEND Year 3 – 6% of PP in this cohort are SEND Year 4 – 27% of PP in this cohort are SEND</p>



	Year 5 – 17% of PP in this cohort are SEND Year 6 – 17% of PP in this cohort are SEND The highest proportion of SEND PP children per year group are in Year 4
FSM6	132
Post LAC (adopted from Care)	8
LAC	tbc
Services	3 Y1, Y6 and Y4
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2025 2025 - 2026 2026 - 2027
Date this statement was published	September 2025
Date on which it will be reviewed	January 2026 September 2026
Statement authorised by	Mrs B. Middleton Headteacher
Pupil premium lead	Miss N. Foster
Governor / Trustee lead	Lead for disadvantaged pupils



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,541 (not full allocation) Sept 2025 - Mar 2026 FSM £199,980 Post LAC (Adopted) £21,040 LAC (tbc) Service £1050
Pupil premium funding allocation this financial year	£222,070 Apr 25 - Mar 26
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£129,541 (not full allocation)



Part A: Pupil Premium Strategy Plan

Statement of intent

The purpose of the Pupil Premium funding is to ensure that, as a school, we can offer additional support in a variety of ways to improve education outcomes for our disadvantaged pupils in school. The school spends this money to ensure that disadvantaged pupils benefit from high quality teaching, curriculum and pastoral support, and wider opportunities.

Research conducted by The Education Endowment Foundation, (EEF) identifies common barriers to learning for the most disadvantaged pupils. At Shiremoor Primary, we aim to eliminate imbalances in academic outcomes, attendance and behaviour and wider school experiences by ensuring we provide an outstanding support package for all disadvantaged pupils regardless of prior attainment or current performance. We aim to offer equality in terms of 'levelling the playing field' for disadvantaged pupils so they have the same opportunities, experiences, support and aspirations as their counterparts. A focal aim of our school is to provide an inclusive learning environment with outstanding teaching and learning to ensure that all pupils achieve and make good progress. A central aim in our Pupil Premium Strategy is to ensure that high-quality teaching is evident across the school. This is an area also support by research conducted by the EEF. High-quality teaching is integral to raising the achievement of all pupils and is proven to have the greatest impact on closing the disadvantage attainment gap; benefitting not only our disadvantaged children but also our non-disadvantaged pupils in school.

Main Aims:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- To ensure our disadvantaged pupils are given the best opportunity to meet and exceed national standards at the end of KS2.
- To eliminate academic and social imbalances between pupils.

Key Principles for Success:

- Appropriate provisions are made for disadvantaged groups through careful planning, assessment and allocation of funding, experiences and resources.
- Focus on early reading through phonetic understanding to support fluency. The use of Read, Write Inc. in EYFS and KS1 in addition to the programme utilised as a catch-up provision for children in KS2.
- Teaching and learning meets the needs for all children in order to improve outcomes for all pupils
- Focus on foundations of mathematical understanding to support fluency and confidence throughout school.
- Focus on opportunities and equality in line with their counterparts: trips; broad and balanced curriculum; specialist teachers and funded breakfast provision.



- Broadening the curriculum to meet the needs of our pupils so they can acquire the knowledge, understanding, skills and experiences they need to succeed in life and be equipped for next steps of education.
- Attendance monitoring to ensure our most vulnerable are engaged and are attending school to ensure they have maximum opportunities to excel.
- Support to be given to our most vulnerable families by our Lead Learning Mentor to diminish barriers to education and build positive relationships.
- Ensure our SEND provision meets the needs of our eligible pupil premium children to enable opportunities and progress for all.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>School Context of Deprivation</u></p> <p>3rd most deprived decile on the IDACI. 80% of our children live in the 3 most deprived deciles. We have a significant number of children, who are LAC, have SGO or who have been adopted from care. In addition, we have a significant number of children who are subject to child protection or child in need plans and many of our children have family support workers or other agency involvement.</p> <p><u>Social Care Needs</u></p> <p>A high proportion of pupils eligible for Pupil Premium display difficulties with Social and Emotional aspects of their learning. We also have families within our school who have historically or are currently in receipt of support from external agencies. Additionally, we have a growing number of families requiring Early Help Assessments (EHA). School is required to offer support to most families to address their varied needs and support the learning of the children.</p>
2	<p><u>Special Educational Needs and Disability</u></p> <p>We have a high percentage of children on roll who are on the register for SEND because they have a current diagnosis or are being assessed by other agencies to receive a diagnosis. Of the children entitled to Pupil Premium, over 45% are SEND.</p> <p>Speech and Language delay on-entry to school is a large issue and we make referrals swiftly. The majority of other SEND children across school are ASD or ADHD although we do have a selection of children with more significant needs and often, these needs can</p>



	<p>present some barriers for the children when it comes to learning. As a school, we are seeing an increasing number of children requiring referrals and support from external agencies.</p> <p>As a school, we are seeing an increase in children with English as an additional language (EAL) on our roll. We currently have 11 first languages in addition to English. Customarily, some of these children would have started school later in their own culture and therefore parents can be reluctant to support with attendance.</p>
3	<p><u>Attainment on Entry:</u></p> <p>Low starting points of children (particularly those eligible for Pupil Premium) means that not all children are school ready. We have a growing number of SALT referrals for pupil on entry and each cohort has differing aspects of needs concerning the Prime Areas. Pupil Premium children currently do not perform as well as Non-disadvantaged and this gap begins on entry and is very cohort specific each year.</p>
4	<p><u>External Opportunities and Resources</u></p> <p>Children have a lack of experiences outside of school, which often presents issues with children not being suitably equipped to start their school journey or access content in the curriculum. A lack of experiences can inhibit vocabulary and comprehension. Most of our families rely on school support to further enhance a child's academic journey and other experiences through school trips, homework, extra-curricular clubs and family day trips.</p> <p>Children don't always have access to a range of literature thus limiting their comprehension and vocabulary which presents limitations to their ability to access the changes in the National Curriculum. The school priority is around development of all reading skills as we recognise that without the ability to read, children's future life chances are limited.</p>
5	<p><u>Assessment and Attainment</u></p> <p>Internal and external assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils in KS1.</p> <p>On entry to Reception class a high percentage of our disadvantaged pupils arrive below age-related expectations and whilst this can be comparable to other children, the gap is still evident. This gap remains steady to the end of KS1 but reverses or closes dramatically by KS2. We continue to need to see the same reduction in KS1 across all core subject areas.</p>
6	<p><u>Foundations of Reading</u></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and, as a result, often impacts achievements across the curriculum and also their behavior and aspirations.</p>



7	<p><u>Attendance</u></p> <p>The figures for Persistent Absence shows that generally those in receipt of Pupil Premium have a higher absence rate than that of Non-Pupil Premium children but was below that of PP children nationally. Our PP children are also more likely to be persistent absentees. Our attendance figures are better than national due to the employment of a Lead Learning Mentor who monitors attendance daily so that we can take immediate action.</p>
8	<p><u>Foundations of Mathematics</u></p> <p>Assessments, observations, and discussions with pupils highlights that across school, our pupils generally have difficulty with the fundamental aspects of mathematics however, this is often more evident for our disadvantaged pupils compared to their peers. This negatively influences their development as mathematicians and, as a result, often impacts achievements across the curriculum and also their behaviour and aspirations (one of our core values as a school).</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
<p>Improve attainment and progress in reading across the whole school, which will show evidence of most eligible for Pupil Premium making good progress between key stages and year groups.</p>	<p>Termly data captures to show progress for Pupil Premium children across school from last point of assessment.</p> <ul style="list-style-type: none"> - RWInc - Reading Plus - RWInc Comprehension - Fresh Start - Little Wandle Fluency
<p>Children in KS2 to become more fluent readers, earlier, to enable upper KS2 to focus on comprehension and inference skills</p>	<ul style="list-style-type: none"> - Little Wandle Fluency - RWInc Comprehension - Reading Plus



<p>Continue to aim to improve attendance for children who are eligible for Pupil Premium to be monitored daily, weekly and termly by Lead Learning Mentor. Ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases significantly</p>	<p>Overall attendance rates will maintain high for those eligible for Pupil Premium and will be comparable to other groups within the school and better than those nationally.</p> <p>Case studies for evidence and to support trends and successes for future planning.</p> <p>The percentage of Pupil Premium children who are persistent absentees will decrease for individuals identified.</p>
<p>Continue to develop basic skills, early number and reading progress in EYFS through pre-school provision to reduce barriers to learning on entry to Nursery.</p>	<p>Letters and Sounds Phase 1- Phonological Awareness assessment in pre-school moving on to Read, Write Inc data to be monitored termly to show good progress and individual progress for children not making expected progress owing to individual needs.</p> <p>Big Maths data to be monitored termly to address gaps in learning to target interventions and support. All children to make a minimum of 3 steps progress over the course of the year.</p>
<p>SEND Lead to ensure that all Pupil Premium children, who are on SEND register, receive correct support through interventions with tailored targets set out in their SEND files. Termly reviews to analyse personal progress.</p>	<p>SEND children who are eligible for the premium will make progress based on their personal targets and from their own starting points.</p> <p>Some will achieve age-related expectations at the end of each year group.</p>
<p>Increased fluency and confidence with mental arithmetic approaches in Maths, which will then lead to greater confidence in formal written methods and tackling problems. Children will become more mathematically fluent and aware and will be able to apply known facts to a range of problems, with elements of independence and confidence.</p>	<p>Observations and monitoring shows teaching and learning consistency across school for the teaching of key mathematical approaches.</p> <p>Data captures from:</p> <ul style="list-style-type: none">- Big Maths assessments (Learn its)- WWN assessments- Multiplication facts (TTRS) <p>shows that children are making strong progress with mathematical understanding and fluency. Children are making strong progress and most are working at or above age-related expectations.</p>



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

Budgeted cost: £58,600.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD aimed at individuals and groups around areas relevant to reading and maths.	<p>Rationale research indicates that high quality teaching improves pupil outcomes and narrows the attainment gap between disadvantaged pupils and their counterparts. Improving teacher confidence and subject knowledge is key to ensuring high quality teaching. This is pivotal in improving pupil outcomes.</p> <p>Evidence Having a focus on key priorities helps to build confidence amongst staff that ultimately has a positive impact upon children. The use of mentoring and coaching assists in the development and outcomes for staff to ensure all children have access to quality first teaching both in the class and during interventions. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p>	2, 3, 4, 5, 6, 8
Additional teacher or TA in Rec and Y1 and Y2 to provide smaller classes for the delivery of English- phonics.	<p>Rationale To enable teachers to offer a more tailored curriculum to ensure higher quality interactions with pupils. This also enables greater flexibility for organising learners and the feedback they receive.</p> <p>Evidence The Teaching and Learning Toolkit suggest that reduced class sizes has moderate impact for high cost, based on</p>	1, 2, 3, 4, 5, 6, 8



	moderate evidence – resulting in on average an additional 2 months progress. It also states that this approach is more beneficial to early stage of primary school.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,858.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA structured intervention support in EYFS (Nursery and Reception)	<p>Rationale support required for a specific year group due to identified needs. HLTA to be directed to support the needs of this specific cohort. To work alongside the class teachers to reduce class sizes to offer a more flexible approach to enhance teaching and learning. HLTA to be used to deliver tailored interventions to enable stronger interactions and feedback opportunities for children.</p> <p>Evidence EEF Teaching and Learning Toolkit states that Teaching assistant interventions has an average impact of +4 months. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Classroom teachers and teaching assistants providing targeted academic support, including how to link structured one-to-one or small group</p>	1, 2, 4, 5, 6, 8



	intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.	
Read Write Inc programme, interventions, training and development days	<p>Rationale We have assessed that a key barrier to progress is the number of words per minute read by children. Read, Write Inc encourages fluency.</p> <p>Evidence Teaching and learning toolkit states that phonics has a high impact, very low cost based on very extensive evidence. It also suggests that qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.</p> <p>Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers</p> <p>For older readers who are still struggling to develop reading skills, phonics approaches may be less successful than other approaches such as Reading comprehension strategies.</p>	1, 2, 3, 4, 5, 6
SEND support assistants linked to increasing SEND needs across the school	<p>Rationale An increase in SEND needs and complexity of SEND needs across school leads to additional staff required in order to meet the needs of these children throughout the entire school day. Varied and child specific needs means that different needs are required to be</p>	1, 2, 3, 4, 5, 6, 7, 8,



	<p>catered for in a variety of ways throughout the entire school day – including break periods.</p> <p>Evidence Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals..</p>	
Winning With Numbers CPD and Intervention	<p>Rationale to facilitate further targeted intervention to support with catch-up and address gaps in learning in with the foundations to mathematical fluency and understanding. Our children lack confidence. We have identified that a key priority to improving confidence is to ensure that our children are better equipped with strong mathematical foundations with instant recall and understanding of core mental arithmetic approaches and methods.</p> <p>Evidence Teaching and Learning Toolkit states that individualised instruction offers moderate impact for very low cost, based on moderate evidence. Providing on average an additional 3 months progress.</p>	1, 2, 3, 5, 8,
Little Wandle Fluency Reading	<p>Rationale A school priority has been upon improving reading attainment across school. We have identified that, whilst our 'early reading provision' has vastly improved, we need to ensure our children are fluent readers to ensure they can then progress to comprehend the texts they read. Improved fluency transfers to improved comprehension, thus enabling children to have greater enjoyment and love for the books they read! This intervention will support and complement in-class teaching and will assist our current reading programme.</p> <p>Evidence The Teaching and Learning Toolkit suggests that reading intervention strategies offers high impact for very low cost, based on extensive research.</p>	1, 2, 5, 6
RWInc Comprehension	<p>Rationale A school priority and Pupil Premium focus has been upon improving reading attainment across school. As a school, we have</p>	1, 2, 5, 6



	<p>seen great improvements through the use of RWInc scheme in early reading but recognised a requirement to support and monitor children once they finish the scheme- before they are ready for 'free reader' on other reading programmes. We have identified that due to the lack of resources and opportunities our most vulnerable children have, they lack the experiences and wider knowledge to effectively comprehend texts. This intervention will support and complement in-class teaching and will assist our current reading programme.</p> <p>Evidence The Teaching and Learning Toolkit suggests that reading comprehension strategies offers high impact for very low cost, based on extensive research.</p>	
<p>Small group or one-to-one support for children with additional needs to ensure they can access learning in an environment that meets their needs.</p>	<p>Rationale to facilitate further targeted intervention to support with catch-up and address gaps in learning in English and Maths.</p> <p>Evidence Teaching and Learning Toolkit states that individualised instruction offers moderate impact for very low cost, based on moderate evidence. Providing on average an additional 3 months progress.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>
<p>Reading Plus Annual Fee to support our 'reading-rich' curriculum and to enhance our children's fluency when reading.</p>	<p>Rationale Following the SATs test 2019, it was proven that the reading test expected children to read over 100 words more than they would normally be expected to read in that time scale. Our children did not manage to do this and results were lower than predicted.</p> <p>Evidence Reading Plus integrates the three domains of reading: physical, cognitive and emotional. It builds the physical skills essential for fluency and stamina, provide the texts to build vocabulary and comprehension, and taps into student interest to build confidence and motivation. An in-school trial was completed in academic year 2017-18. Findings of Child A are shown below:</p> <p>Child A had a total number of reading lessons completed in 11 weeks usage (including of school holidays) = 76</p> <p>Average weekly usage = 6.9 x lessons per week (recommended min. 5x lessons/week)</p> <p>Total time spent using the programme = approx. 19 hours</p>	<p>1, 2, 4, 5, 6</p>



	<p>Comprehension-based reading rate (reading speed) gain = +98 wpm (words per minute) from formative assessment / +104 words per minute under test conditions.</p> <p>Increase in reading proficiency of +3.57 years (comprehension-based reading rate and vocabulary where 1 level gain is equivalent to a reading texts 1 year in advance) from formative assessment, and +3.5 years under test conditions. In summary: Child A used Reading Plus consistently for the length of the evaluation. When tested initially, she was reading (and comprehending) slightly below ARE and reading slowly. Based on her initial reading speed, she would have struggled to finish the SATs reading paper.</p>	
<p>Additional social and emotional support assistants to support with the varied needs of our children.</p>	<p>Rationale to support specific children in accessing the curriculum in a meaningful and purposeful way to meet their needs. In addition we have a growing amount of children who require additional support with their social, emotional and behavioural needs.</p> <p>Evidence Teaching and Learning Toolkit states that individualised instruction offers moderate impact for very low cost, based on moderate evidence. Providing on average an additional 3 months progress. In addition, they found that behavioural intervention offers moderate impact for a low cost.</p>	1, 2, 3, 4, 7

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

Budgeted cost: £108,172.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of Lead Learning Mentor with responsibility for attendance and supporting families.</p>	<p>Rationale Since employing a Lead Learning mentor 10 years ago, our attendance monitoring and parental relationships has greatly improved however, it is still a continuous area for monitoring and investing of time and resources. We need to ensure that children are attending school in order to access high-quality teaching and</p>	1, 2, 3, 4, 5 6, 7, 8



	<p>learning. We identify that all attendance issues need to be highlighted and dealt with immediately with school support plans and meetings with parents.</p> <p>Evidence Teaching and Learning Toolkit identifies that behaviour interventions moderate impact at moderate cost with extensive evidence. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). Case Studies around key children also evidence impact of this role.</p>	
<p>CPOMS Software to enable teacher and SLT to track and monitor attendances and incidents across school and academic years.</p>	<p>Rationale All members of staff are now able to record attendance and incidents so that school has a log. This helps members of staff to identify areas for concern where appropriate and provide effective safeguarding of all children.</p> <p>Evidence CPOMS enables schools to improve their management of child protection and similar incidents and actions, whilst reducing staff time, paperwork and administration.</p> <p>CPOMS also enables schools to track referrals to external agencies, such as the NHS/CAMHS, Children's Services, and the Police (including letters and phone calls) and be alerted if timescales are not being met. CPOMS also uses the same action-based functionality to track communication with parents and carers, as well as students themselves. Data is recorded and can be used to produce data tables to support internal staff and external agencies.</p>	<p>1, 2, 4, 7</p>
<p>Employment of specialist music teacher to raise attainment, inspire and provide additional opportunities and offer CPD for our staff to ensure sustainability for the future.</p>	<p>Rationale With a lack of opportunities and experiences proving to be one of the main barriers to the learning of our most vulnerable children, we aim to encourage a diverse environment. Lack of teacher subject knowledge and confidence saw this element be required to ensure all children have the opportunities to be inspired and excel in areas of the curriculum. The use of a specialist music teacher will support with our Cultural Capital aims and objectives.</p> <p>Evidence Moderate impact for very low cost that is based on moderate evidence. Findings stated that arts participation on other areas of academic learning was positive but moderate- showing on average, 3 months progress. Improved outcomes were identified in all core subjects</p>	<p>1, 2, 4, 7</p>



<p>Employment of specialist Spanish teacher to raise attainment, inspire and provide additional opportunities to our children and also offer CPD for our staff to ensure sustainability for the future.</p>	<p>Rationale With a lack of opportunities and experiences proving to be one of the main barriers to the learning of our most vulnerable children, we aim to encourage a diverse environment. Lack of teacher subject knowledge and confidence saw this element be required to ensure all children have the opportunities to be inspired and excel in areas of the curriculum. The use of a specialist Spanish teacher will support with our Cultural Capital aims and objectives and further support our school Oracy programme through oral languages teaching.</p> <p>Evidence very high impact for very low that is based on extensive evidence. Findings stated that oral languages support showed on average 6months additional progress thus helping support children in other areas of their academic journey.</p>	<p>1, 2, 4, 7</p>
<p>Funded spaces allocated for breakfast club provision for vulnerable children</p>	<p>Rationale Many of our most vulnerable children have poor attendance or punctuality and often do not start school each day having had an adequate breakfast prior to the school day. By funding breakfast club places, we can ensure that children are in school on time and have the best opportunities to start the school day. In addition to this, in order to support healthy starts and minds to the school day, we provide all children with a free breakfast each morning on their way into school. This is in addition to the wraparound provision we offer.</p> <p>Evidence A study carried out by the EEF found that breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial.</p>	<p>1, 2, 4, 7</p>
<p>Funding to ensure all children have equal opportunities for educational experiences through experience days and excursions.</p>	<p>Rationale Our most vulnerable children do not have the same opportunities and access to experiences as their peers therefore; we try to enhance the provisions we offer at school. By doing so, it not only enhances vocabulary and comprehension skills through equipping children with the experiences to enable them to infer but also promotes the development and help raise aspirations for all children.</p> <p>Evidence children with greater opportunities and awareness of the world have a broader vocabulary and are able to make stronger links in their reading and across the curriculum.</p>	<p>1, 2, 4, 7</p>

Total budgeted cost: £202,631.62



Part B: Review of outcomes in the previous year



This details the impact that our pupil premium activity had on pupils leaving Shiremoor Primary in the 2024 to 2025 academic year. (Year 6 – end of KS2)

Context

Shiremoor Primary has improved access for disadvantaged pupils through enrichment, resources, and pastoral support. However, attainment and progress gaps remain compared to their peers but not those nationally.

Key Strengths

- Access & Inclusion: PP pupils benefit from wider opportunities (enrichment, trips, technology).
- Pastoral Support: Mentoring and wellbeing strategies support attendance and readiness to learn.
- Targeted Support: Small-group and 1:1 interventions show early positive impact.
- Parental Engagement: Increased communication has strengthened family involvement but this remains an area of focus.

KS2 Attainment in Reading, Writing & Maths (RWM)

Over 3 years, disadvantaged pupils at the school consistently outperform national disadvantaged pupils (school 60% vs national 46%).

The 2025 cohort achieved a positive gap (+2) compared with national non-disadvantaged pupils – demonstrating rising expectations and improved teaching.

The 2024 cohort shows a narrowing gap, improving significantly from 2023.



Cohorts with high SEND and FSM have still performed strongly, reflecting successful pastoral and academic support.

Current Attainment		
2025 KS2 Data- (National Data in brackets)	School Average for Pupils Eligible for PP	Sc Pu
% achieving at 'Expected' level in reading, writing & maths at end of KS2	71% (%)	
% achieving at 'Expected' level in reading.	71% (%)	
% achieving at 'Expected' level in writing.	71% (%)	
% achieving at 'Expected' level in maths.	76% (%)	
% achieving at 'Expected' level in Spelling, grammar and punctuation	71% (%)	

More of our PP achieved expected standard or above in RWM than in 2024

More of our PP achieved expected standard or above in Maths than in 2024

Disadvantaged pupils at Shiremoor Primary perform above national disadvantaged peers and are beginning to close the gap with non-disadvantaged pupils. Curriculum improvements and early intervention are having measurable impact.

Year 4 Multiplication Tables Check (MTC)

Outcomes in the MTC continue to be a notable strength. Across the past three years, the school has performed significantly above national in every cohort, demonstrating a sustained pattern of high attainment. In 2024, pupils achieved an average score of 24.4, compared with the national figure of 20.6, placing the school within the “significantly above” national band. Importantly, these strong outcomes were secured despite a high FSM cohort, evidencing that disadvantaged pupils develop number fluency in line with their peers. The consistency of performance reflects the effectiveness of the school’s maths curriculum sequencing, retrieval practice, and teacher subject knowledge, all of which contribute to secure and automatic recall of multiplication facts.

Phonics Screening Check

The school’s phonics outcomes remains a significant strength. Over the past three years, an average of 91% of pupils achieved the expected standard, placing the school well above the national average of 80%. Each cohort has performed within the “above (sig+)” or “above (non-sig)” national distribution band, demonstrating sustained and high-level effectiveness. Notably, cohorts with high proportions of FSM and SEND pupils continue to outperform national figures, indicating that early reading provision is highly effective for vulnerable learners. These outcomes reflect strong and consistent delivery of the school’s Systematic Synthetic Phonics



(SSP) programme, with teachers demonstrating fidelity to the programme sequence, secure subject knowledge, and effective use of timely “keep-up” interventions to prevent pupils from falling behind.

Wider Outcomes

The school has strengthened wider provision for disadvantaged pupils through improved access to enrichment opportunities, digital technology, and targeted pastoral mentoring, all of which have contributed to increased engagement and greater readiness to learn. Enhanced communication with parents has also supported stronger home-school relationships.

Overall

Shiremoor Primary has improved access and inclusion for disadvantaged pupils. The priority now is to ensure these gains translate into sustained academic outcomes through consistent teaching, stronger evaluation, and higher expectations for all PP learners.