

Pupil premium strategy statement 2024-27

This statement details our school's use of pupil premium for the 2024 to 2025 academic year 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	Cullercoats Primary
Number of pupils in school	416 (Excl Nursery)
Proportion (%) of pupil premium eligible pupils (Census)	Jan 24 40 pupils (10%) Jan 25 31 pupils (7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	Nov 24
Date on which it will be reviewed	Nov 25, Nov 26
Statement authorised by	Mr G Storey HT
Pupil Premium Lead	Mr G Storey assisted by Mrs J Armstrong
Governor / Trustee lead	Mrs C Black

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 24-25	£63490
Pupil premium funding allocation AY 25-26	£66210
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	£66210

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to support our disadvantaged pupils and the wider school population who have all in some way or form been impacted by the pandemic to make progress and achieve to the best of their capabilities across all curriculum areas. We aim over the next 12 months to recover gaps in learning and curriculum coverage that have occurred throughout the school due to the pandemic and aim to get to our pre-pandemic levels of attainment.

- Our pupils have lost valuable transition time since March 2020 and through two lockdown periods. These children would have been in the Early Years and Key Stage 1 during the pandemic where key skills and knowledge are formulated and the building blocks for their future education are established and consolidated. The opportunity to consolidate core skills and key aspects of learning through their social interaction and broad and balanced EYFS framework and KS1 curriculum were disrupted.*
- Core aspects of phonetic understanding has been hindered over the covid years.*
- Aspects of Mathematical development, understanding and coverage have been reduced and a lack of consistency in the delivery caused by Lockdowns, Absence and isolations.*
- SEMH provision is required throughout school to support all pupils where the pandemic and isolation has caused increased anxiety and attachments.*

This plan and current pupil premium funding will enable the school to assist those disadvantaged pupils to receive additional support, resources and teaching to help them maintain progress and recover essential social and academic skills.

High quality teaching, targeted support and intervention are at the forefront of our strategy for the disadvantaged pupils within our school. This approach will also benefit the wider population to maintain progress, consolidate skills and key areas of learning. Smaller, groups, additional support staff to deliver interventions and nurturing opportunities will assist in our recovery process.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – the school has narrowed the gap between disadvantaged children and their non disadvantaged peers. School needs to ensure that good attendance of all groups remains a priority.
2	C19 The school has seen an increase in pupils with anxiety and attachment issues which has impacted on the social development of our youngest pupils who have missed out on a variety of learning opportunities, social interactions and routine. Sch has noticed a reduction in the physical abilities of our pupils, lack of stamina, maturity and focus.
3	Maths – Two lockdowns has resulted in gaps in the wider coverage of specific skills and concepts. Standardised test have supported staff views of a decline in number (particularly low average scores in MTC – Multiplication Timestables Check supported KS2 Maths analysis 2025 showing difficulties with wider understanding of links between fractions, decimals and percentages), reasoning and problem solving.
4*	Increase in SEMH, sensory and non-verbal pupils into EYFS placing increased demands on time. Structured Routine – lack of social experience and structured building blocks to learning essential in EYFS and KS1 due to C19 apparent when transitioning Key Stages.
5	Phonics/Reading This remained a core area to sustain during the pandemic however opportunities for guided and focussed reading sessions were hindered by the lockdown process. A consistency in the delivery of phonics teaching was hindered due to the dependence on internet connectivity and the available support for those children at home and in school.

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
Improve attendance and narrow the gap between peers	Keep the gap to within 2% between Disadvantaged and Non Disadvantaged pupils.
Improve support in non-structured times to improve focus and learning during lesson. More well-being opportunities through enriched and structured activities. Use of newly designed sensory room.	Reduction in incidents that occur during breaktimes and lunchtimes that impact on lessons – Use of OPAL to engage pupil in play, cooperation, and enjoyment.. Greater focus and progress made. Greater uptake in enrichment activities and residential visits. (Support in every year group) Nurture + Lunchtime Chill Club)
Improve Maths attainment at the end of both KS1 and KS2 by 2027. Monitor results from the new Tables tests.	Training and release time to ensure Maths Mastery Approach supports disadvantaged pupils across the school. Increase in % of

	<p>disadvantage achieving the expected standard to be above the National for disadvantaged and within 2% of National Average. (Challenging with 5 pupils in 25-26 cohort compared to 13 pupils in 24-25)</p> <p>(23-24 Sch 75%PP v 79% Nat.Non PP)</p> <p>(24-25 Sch 77%PP v 80% Nat.Non PP)</p>
<p>*EYFS – pupils have a full range of engaging, practical, creative and structured learning activities and experiences both within and external to the classroom environment.</p>	<p>Implementation of the revised framework will enable a broad and balanced range of experiences to ensure our EYFS children are school ready for the demands of Key Stage 1. % increase year on year to be above the National figure for GLD.</p> <p>(23-24 Sch 75% v National 67%)</p> <p>(24-25 Sch 50%)</p>
<p>Early Phonics delivery and understanding alongside the development of a love of reading within the school enables children to access texts and information to supports their learning process and prepares them for the next phase of their education.</p>	<p>Phonics (Yr1 and Reading Y6 attainment return to Pre Pandemic success rates. Phonic within 75%-90% success rate or better for disadvantaged pupils.</p> <p>(2023-24 75%PP v 83% Nat Non PP)</p> <p>(2024-25 50%PP v 83% Nat Non PP)</p> <p>Reading shows the gap narrowing between Disadvantaged and non-disadvantaged reaching the expected standard in KS2 statutory tests.</p> <p>(2023-24 67%PP v 79% National Non PP)</p> <p>(2024-25 77%PP v 80% National Non PP)</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 (for example, CPD, recruitment and retention)

Budgeted cost: £32642

Activity	Evidence that supports this approach	Challenge number(s) addressed
1/2 day for PPREM lead. To monitor attendance & progress of Disadv pupils 10% Salary Cost £8320 + (£500 Resource Budget)	Our experience shows that having a designated individual to oversee the development of an activity provides a structured and consistent approach improving attendance.	1,3
HLTA assigned to Y6 to enable smaller groups in Eng and Maths. (50% Salary Cost £18215) Nurture groups and dedicated lunchtime club for vulnerable/disadvantaged pupils. (£4454)	Our experience has found that by making smaller groups within Year 6 has enables a greater level of support for disadvantaged pupils. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/411489/Overview_of_research_findings.pdf	1,2,3,5
Purchase of Standardised maths Assessment for Aut, Spr and Sum (10% of Cost £150)	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: https://support.gle-assessment.co.uk/knowledge-base/guides/a-guide-to-standardised-tests/a-guide-to-standardised-tests/what-are-the-benefits-of-standardised-tests/	3,4,5
LKS2 Additional Support Staffing. Reading Intervention and Consolidation of Phonics. (£1203 – 5% Cost of TA)	Support with the teaching of phonics to LKS2 children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4

<p>Purchase of additional picture/language/vocabulary/reading resources to support phonetic development and improve reading skills. (£1000)</p> <p>Purchase of Standardised Reading Assessment to track all pupils at termly intervals (10% of purchase Cost £300) Aut, Spr and Sum</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>4,5</p>
---	--	------------

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

Budgeted cost: (£6630)

Activity – * informs RPG Recovery Premium Grant	Evidence that supports this approach	Challenge number(s) addressed
<p>TA Support in Y1-Y5 to cover interventions. (£6630) for 12PP/290 Pupils = 3% of TA Cost)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3, 5</p>

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

Budgeted cost: (£12852)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>% for <i>Better on Bikes</i> 10% (£1400) 24-25 7% (£1050) 25-26</p>	<p>Better on Bikes enables all children to access this physical activity session and learn to ride a bike if required. Builds resilience and stamina.</p>	<p>2</p>

<i>£5000 to enable pupils to participate in outdoor and adventurous activities.</i>	https://ie-today.co.uk/news/the-benefits-of-outdoor-activities/ Subsidised or full funding for pupils on visits and residential.	2
<i>1 day per week counselling support for disadvantaged pupils.incl PP+ 50% of the cost.£3803</i>	https://www.place2be.org.uk/about-us/news-and-blogs/2021/may/new-research-paper-longer-term-effects-of-school-based-counselling-in-uk-primary-schools/	2
<i>£3000 to further support families with travel,extra curric, uniform.</i>	Extra curricular activities, Out of School Club, travel cards (Attendance)	

Total PPreM Allocation £66210

Total Spend £52125

Available Funding £14085

To be reviewed October 2026

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 last three years 2022 to 2025 academic year.

Performance for the last four academic years (2021-22, 2022-23, 2023-24 and 2024-25) has enabled the school to compare post covid data.

Phonic Assessments in the last four have on the whole remained strong with a dip in performance in AY 2024-25. Data remains strong in the number of children passing phonics by the end of Year 2.

Additional Teaching Assistant Support was allocated to Key Stage 1 and 2 classes to assist with interventions. TAs are deployed to provide specific programmes to support those disadvantaged children on the SEND register as well as those within the class. Staff are aware of disadvantaged pupils within their class.

Attendance of our disadvantaged pupils remains above the national average for the past 3 years.

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	42	95.4%	92.6%	Above	Relative improvement	-
2023/24	37	93.5%	92.0%	Above	Relative decline	-
2022/23	39	94.4%	91.6%	Above	Relative improvement	-
2018/19	31	94.1%	94.4%	Close to average	Not available	-

► [Chart](#)

Smaller grouping for our Year 6 pupils where 22% of the cohort were disadvantaged (AY24-25) enable gaps to be closed and for the pupils to be prepared for their secondary education. These smaller grouping also enabled more bespoke SEMH opportunities across the year group where the PSHE lead was attached for the year.

Key Stage 2 results have been extremely positive over the course of the last three years.

All pupils

Disadvantaged

Low prior attainers

Middle prior attainers

High prior attainers

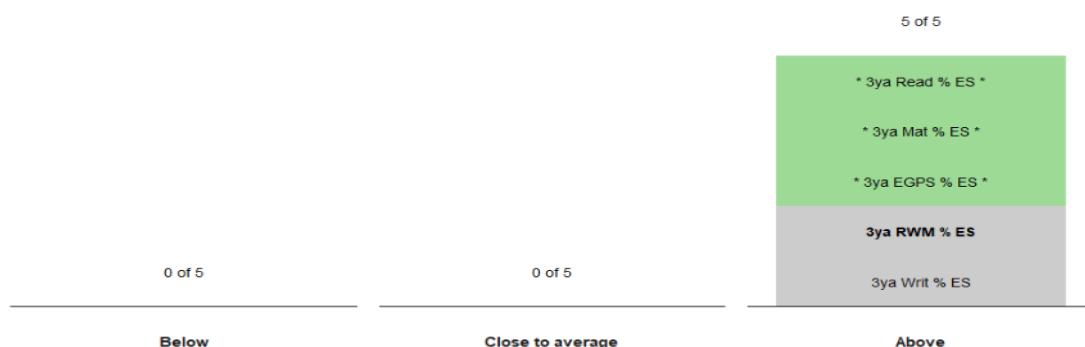
Disadvantaged

Multi-year average

The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all attainment measures in this report. The school's measures are grouped by the relative performance of their multi-year average for each measure, where available.

The chart is accompanied by a table which provides some information about cohort size for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for reading, writing and mathematics. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Key stage 2 (Year 6) cohort	MTC (Year 4) cohort	Phonics (Year 1) cohort
2025, 2024, 2023	32	-	-



Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	32	56%	46%	Above (non-sig)	68%	-11	Not applicable	Not applicable
2025	14	57%	47%	Close to average (non-sig)	69%	-12	Widening	-
2024	7	71%	46%	Above (non-sig)	67%	4	Positive gap	-
2023	11	45%	44%	Close to average (non-sig)	66%	-21	Not available	-

▶ [Chart](#)

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	32	81%	62%	Above (sig+)	80%	2	Not applicable	Not applicable
2025	14	79%	63%	Above (non-sig)	81%	-2	Widening	-
2024	7	86%	62%	Above (non-sig)	80%	6	Positive gap	-
2023	11	82%	60%	Above (non-sig)	78%	4	Positive gap	-

► [Chart](#)

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	32	78%	60%	Above (sig+)	80%	-2	Not applicable	Not applicable
2025	14	71%	61%	Close to average (non-sig)	80%	-9	Widening	-
2024	7	86%	59%	Above (non-sig)	79%	6	Positive gap	-
2023	11	82%	59%	Above (non-sig)	79%	3	Positive gap	-

► [Chart](#)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading Assessment Y2-Y6	GL Assessments
Maths Assessments Y2-Y6	GL Assessments
Spelling Assessment Y2-Y6	GL Assessments

For schools that receive this funding, you may wish to provide the following information:

Mr G Storey Nov 2025