



## Pupil premium strategy statement

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	Ferryhill Station Primary School
Number of pupils in school	73 inc. 2s and Nursery
Proportion (%) of pupil premium eligible pupils	54.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2025 – July 2028
Date this statement was published	December 2025
Date on which it will be reviewed	Termly Reviews until July 2028
Statement authorised by	Jemma Crosby (Executive Head Teacher)
Pupil premium lead	Jemma Crosby
Governor / Trustee lead	David Robinson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£51,800
<b>EYPP</b>	£780

# Part A: Pupil premium strategy plan

## Statement of intent

### Overall Aims of Pupil Premium Strategy

- To reduce attainment gap between the school's disadvantaged pupils and others nationally. Small cohort sizes mean that it is unrealistic to statistically unviable to place a percentage point value on this.
- To raise the in-school attainment of both disadvantaged pupils and their peers

### Strategy Statement

This is a small school with a very limited budget. In order to ensure that all children have access to quality first teaching in appropriately sized and grouped classes with staff availability to focus on interventions, a large proportion of the Pupil Premium budget must be allocated to maintain current levels of staffing by supporting the employment of teaching support staff. Because of this commitment, it is imperative that the school maintains and develops the skills of teaching assistants so that they can be effective in supporting children's progress. The small amount of money that is left over needs to be allocated towards ensuring that children receive any relevant assessments from external professionals and then receive the support they need, including tuition and social and emotional support.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. To this end, resources are invested in staff training and ongoing curriculum review, with particular investment in maintaining the staffing structure to include teaching assistants who can carry out small group work and/or 1;1 targeted work with the overall aim of narrowing the attainment gaps.

A large proportion of our disadvantaged pupils also have a special education need and / or disability, and therefore strategies outlined in the plan reflect this.

To ensure our strategy is effective we will:

- ensure disadvantaged pupils are appropriately challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

The underlying principle of our strategy is that the children who leave Ferryhill Station Primary School are happy, independent and confident learners with self-belief and high aspirations for themselves.

Our Strategy is built upon findings from EEF Research, outlined below.

**Teaching:** Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front

of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for Pupil Premium Spending.

**Targeted Academic Support:** Evidence consistently shows the positive impact targeted support can have, especially for those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy.

**Wider Strategies:** Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

## Challenges

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

<b>Challenges include In-school barriers (issues to be addressed in school, such as poor oral language skills) and external barriers (issues which also require action outside school, such as low attendance rates)</b>	
<b>Challenge number</b>	<b>Detail of challenge</b>
1 - Vocabulary development and oracy	<p>An increasing trend seen in school is that children arrive in our Early Years department with speech and language skills that are lower than what is expected for their age, with low levels of oracy and a limited vocabulary.</p> <p>Some children have limited access to good quality books and stories. Children also come to school with particular 'Americanisms', which would indicate that they spend significant periods of time watching television or tablets.</p> <p>Some children begin their Early Years journey still using dummies and baby bottles, and there has been an increased number of pupils in this category since the pandemic. This can have a significant impact on language development and communication skills.</p>
2 - Phonics	<p>Issues identified above can present as speech and language difficulties which can impact on how well children are able to access and make progress in phonics teaching. Some children are also not supported to mature and progress in line with expected milestones beyond the age expected, for example, using 'dummies' and drinking from baby bottles. This can impact children's readiness and ability to access phonics, and progress in the phonics scheme can be affected as a result.</p>
3 - Writing	<p>Different cohorts of children can vary significantly in progress and attainment. Children need high quality teaching with an exposure to high quality literature, development of their understanding of spelling and grammar and to have stimulating contexts for writing.</p>
4 - Maths	<p>Different cohorts of children can vary significantly in progress and attainment. Children need high quality teaching with a structured systematic approach to identifying pupils who require targeted intervention.</p>
5 - Reading	<p>In order to access the wider curriculum, children need to be taught how to decode (phonics etc) and how to understand what they read. They need to read a wide range</p>

	of fiction and non-fiction books and when reading them independently, they need to be matched accurately to the children's reading abilities.
6 - Attendance	Pockets of poor attendance can impede progress. This has been exacerbated by the pandemic, when it had been challenging to secure good attendance for some anxious families. School attendance is lower for Pupil Premium eligible children compared to their peers.
7 - Emotional regulation and mental well-being	Emotional regulation and mental well-being is very important for all of our pupils. For some of our pupil premium pupils, this is low compared to their peers which is having an impact on their ability to concentrate on and fully engage in their learning.
8 - Narrow experiences of the wider world.	Our understanding of this is that our children often have limited experiences outside of school which can impact upon aspirations for the future.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils, with a focus on Early Years and Key Stage 1.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons and ongoing assessment. Pupils accessing the WELLCOMM programme make rapid progress from their starting point.
Improved reading attainment among disadvantaged pupils.	All pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up.
Improved writing attainment among disadvantaged pupils.	All pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up.
Improved maths attainment among disadvantaged pupils.	All pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up.
Improved Phonics scores in Y1	Y1 Phonics check scores show that the phonics attainment of disadvantaged children is equal to others nationally and in the school.
Early Intervention is in place	Rigorous assessment shows that early intervention is effective, rooted in pupil need, and enables pupils to thrive in the classroom to prevent curriculum narrowing and reactive approaches Children's needs are identified early

	within the EYFS unit. Children catch up quickly because timely intervention is provided.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Improve attendance of all pupils (particularly of disadvantaged pupils and those causing concern) so overall school attendance is 96% or greater.

## 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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader subscription, including staff training (including Star Maths)  Annual subscription	Accelerated Reader and Star Maths include diagnostic testing so that teachers know where gaps in learning are and can accurately track progress. Accelerated Reader also provides teachers with a tool to assess the effectiveness of their own teaching of reading comprehension strategies, which our school does in line with Fischer Family Trust Framework for Reading Comprehension.  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a> <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	2,5
Whole school timetable to include 'Reading for pleasure', which is well planned, delivered and monitored by leaders. Focus on developing vocabulary through high quality stories purchased.	Ofsted – Bold Beginnings – key finding was the need to prioritise well planned story time Alex Quigley – Closing the Reading Gap DfE – The Reading Framework EEF – Preparing for Literacy	1,2,3,
Freckle subscription including training (Included in the above total)  Annual Subscription	Freckle is an adaptive programme. It uses information from children's Star Maths tests to adapt activities to individual children so that they can work on areas that they most need to.	4
Times Table Rockstars Subscription  Annual Subscription	TTRS supports children in learning and understanding their times tables. A study published by Ofsted, says pupils without instant recall of multiplication tables struggle at maths.	4
Success for All subscription Resources for SfA (A selection of high quality reading books, enough for each child to access during reading lessons)	The 'Success for All' Reading Programme is a comprehensive, consistent approach that uses structured reading instruction, collaborative learning techniques, one-to-one tutoring and frequent assessment to improve reading achievement, especially for disadvantaged pupils.  Children benefit from a whole school approach to teaching reading comprehension using a systematic	1, 2, 5

	approach and high quality texts. This also includes a systematic approach to developing vocabulary.	
Maintaining/employing additional teaching assistants to support disadvantaged pupils	Quality first teaching and capacity to provide support for interventions is maintained through the employment of a highly skilled and qualified HLTA and a highly skilled and qualified TA. Teaching assistants can provide a large positive impact on learner outcomes. How they are deployed and allocated to specific groups of pupils is key. EEF: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,2,3,4,5 & 7
Little Wandle phonics programme (including: small teaching group sizes in KS1 and Reception; coaching and mentoring; staff CPD; work with the English Hub; leadership time; and resourcing)	Staff were trained in Little wandle in July 2025 & September 2025, with this scheme being fully implemented during this academic year. This should lead to improved outcomes for disadvantaged pupils. Little Wandle is a government-approved systematic synthetic phonics programme. Pedagogical expertise is a key component of successful teaching of early reading - EEF. The 'Rapid-catch up' element of the programme shows considerable promise as an effective catch-up intervention for low-attaining readers. Ofsted promotes this consistent phonics approach that has fidelity and matches the needs of pupils who are yet to crack the phonics code.	1,3,4

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

Budgeted Cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant support to ensure that children can access: -Small group work -Intervention -Some 1:1 tuition	EEF recognises that using teaching assistants is effective where they do not replace teachers but are deployed to provide structured intervention. <a href="https://educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants/">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4,5,6 and 7
Use assessments to identify specific issues and ensure early identification of needs. Where appropriate, commission external professionals to assess needs and develop strategies and targets. Use these to inform	EEF studies have shown that individualized, tightly targeted learning has a positive impact on learners' progress. Liaising with external professionals to ensure the correct programme of intervention is being delivered will ensure that school is targeting the right support, to the right children, at the right time to allow them to fully access their learning. SEND Code of practice, DfE: "In all cases, early identification and intervention can	1, 7

Progress, planning, adaptive teaching strategies and then purchase required resources, including 1:1 support	significantly reduce the need for more costly interventions at a later stage”	
Additional phonics sessions targeted at disadvantaged and vulnerable pupils throughout school who require further phonics support. Staff to receive ongoing training and coaching	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: Phonics   Toolkit Strand   Education Endowment Foundation   EEF	1, 2
Deliver WELLCOMM speech and language intervention programme for Nursery & Reception pupils	WELLCOMM approve speech and language programme Alex Quigley – closing the vocabulary gap	1

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

Budgeted Cost: £5,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement attendance escalation and reward policies, including working with external agencies, purchasing rewards	Clear policies including escalation of actions and systematic rewards for both children and their families raise the profile of attendance and encourage families to improve children’s attendance.	6
Sensory spaces and provision	Cardiff University research shows that sensory spaces can support changes in engagement, attention, mood and anxiety. They can also facilitate relationship building and support teaching and learning. They are particularly supportive of children with neurodiversity. The Education Endowment Foundation (EEF) guidance “Improving Behaviour in Schools” explicitly lists “Fiddle toys; Sensory breaks; Need for calm spaces” as part of classroom strategies.	1,7

<p>Implement Zones of Regulation strategies to support emotional regulation, self-care and behaviour.</p>	<p>Helping children to develop self-regulation skills is likely to help them with their learning and social interactions, as well as having a lasting positive impact on later learning and overall well-being</p> <p>EEF Evidence:  <a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies#:~:text=A%20number%20of%20studies%20suggest,such%20as%20behaviour%20and%20persistence">https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies#:~:text=A%20number%20of%20studies%20suggest,such%20as%20behaviour%20and%20persistence</a></p>	
<p>Ensure there is no difference between those who are financially better off and those who are not as well off.</p>	<p>Children’s perception of themselves as ‘disadvantaged’ is the most limiting factor for progress and outcomes. They need to see themselves as the same as everyone else and therefore capable of the same in terms of their future life chances. Therefore, money will be allocated to:</p> <p>Reduce the cost of trips and experiences for all children, while completely subsidising expenses for those who are less well-off so that all children have equality of experience in education and school.</p> <p>Subsidise uniform for families who are struggling.</p> <p>Provide milk and fruit for all children so that there is no observable difference between disadvantaged children and others.</p> <p>Ensure all children have the equipment they need to carry out homework tasks and remote learning.</p>	<p>All</p>

**Total budgeted cost (exc.EYPP): £51,800**

## 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 2020 to 2021 academic year.

The previous pupil premium strategy (2022-2025) was developed by the previous Headteacher and included the following intended outcomes:

INTENDED OUTCOMES		
	Specific outcomes	Success criteria
A	Quality first teaching and capacity to provide support for interventions is maintained through the employment of a highly skilled and qualified HLTA and a highly skilled and qualified TA.	<ul style="list-style-type: none"> <li>-Class groupings remain appropriate; i.e maximum of 2 year groups per class</li> <li>- clear timetable of support present and evidence that this has been followed</li> <li>-evidence through data and other monitoring that the gaps are closing for disadvantaged children</li> <li>-baseline data from September 2020 identifies aspirational targets to support children in closing the attainment gap. In July, these targets should be met and where they have not been, clear reasons and next steps identified.</li> </ul>
B	All children with an identified need have timely assessment through external bodies so that they can access support targeted tightly to their specific needs. Resources, including 1:1 support, to be purchased to support implementation of targets identified through these assessments.	<ul style="list-style-type: none"> <li>-Children will have timely assessments that feed into plans for their progress.</li> <li>-Resources, including support, procured and directed.</li> <li>-Data shows that children are making progress in line with targets.</li> </ul>

A: Class groupings were altered in the year 2024/2025 which included the Reception cohort in with the KS1 class. Aspirational targets were set for GLD & the Year 1 phonics check, with targeted support in phonics was delivered by an experienced TA.

Work will continue to narrow the gaps between disadvantaged and 'other' pupils across school.

Class groupings have returned to a four class structure across school for academic year 2025-26, with a maximum of 2 year groupings per class.

B: Staff have received a high level of training from external professionals including Educational Psychologists, inclusion advisory teachers and Education Durham advisors.

The SENDCo provided a high level of support to all staff to ensure appropriate interventions, resources and adaptive teaching strategies were fully embedded to support children with an identified need and to ensure they are fully supported to make progress.

Work will continue to accelerate progress for pupils who are disadvantaged and have identified additional needs which may present further barriers in learning.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Success for All Reading Programme	Success for All
Read Write Inc Spelling	Read Write Inc
Little Wandle Phonics	Wandle Learning Trust
Accelerated Reader, including Star Maths	Renaissance
Freckle Adaptive Maths	Renaissance
Wellcomm (speech and language programme)	GL Assessment (Renaissance)