Pupil Premium Strategy 2026-27

Bede Community Primary School

Pupil Premium (PP) Strategy Statement – 2026-27

Detail	Data
Number of pupils in school	197
Percentage of pupil premium eligible pupils	53.3%
Academic year / years that our current Pupil premium strategy plan covers	26-27
Date on which it will be reviewed	September 2027
Statement authorised by	Nick Anderson
Pupil Premium lead	Nicky Wright
Governor lead	Ray Foster

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year (2023-24)	£158,836
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year	£158,836

Part A: PP strategy Plan

Statement of Intent

At Bede Community Primary School, a significant proportion of our pupils are eligible for Pupil Premium Funding, many of whom encounter various barriers to their learning. Our objective is to provide opportunities and resources that will bridge the gaps between these pupils and their peers from less disadvantaged backgrounds. We aspire for all children to graduate as confident individuals, striving to achieve their fullest potential.

To enhance our pupils' cultural capital and personal development, we aim to provide experiences that equip them with essential life skills and open doors to future opportunities. Our strategy for Pupil

Premium is informed by longitudinal data analysis and both formal and informal observations. We have identified extremely low entry baselines, profoundly affecting our youngest pupils' communication skills.

In response, we are augmenting our staffing levels across all areas to support high-quality teaching and implementing intervention programs. Our enriching curriculum focuses on communication and language development and foster progressive literacy skills. We also support targeted groups, including our daily ABC KS1 and KS2 Basic Skills classes and our Early Years ASD/EHCP group (Class 10).

We prioritise exemplary teaching throughout the school to support disadvantaged as well as non-disadvantaged pupils. Our strategic planning and assessments aim to timely identify and assist pupils at risk of falling behind. Moreover, we recognise and address the lasting impact of COVID-19 on our community, utilising Pupil Premium Funding to ensure sustained recovery.

Context

Bede Community Primary School is located in the Felling Ward in Gateshead. Felling is a ward in Gateshead that experiences very high levels of socio-economic challenges, particularly within the context of the wider Gateshead area. The Index of Multiple Deprivation (IMD) NE10 0DJ as 123/125

Indices of deprivation: The Gateshead local authority district contains 125 other neighbourhoods than where our school is situated. Only 2% of neighborhoods in Gateshead are more deprived than NE10 0DJ. Only 1% of neighborhoods in England are more deprived.

86.3% of pupils live in Acorn Categories- Stretched Society or Low-Income Housing. (Acorn Demographics School Profile).

66% of our pupils live in the most deprived social areas nationally (IDACI Band 1) – (IDACI School Profile)

Current Year 5 are the most deprived year group with 76.5% of pupils in IDACI band 1. Pupils eligible for Free School Meals are 53.3% (significantly above national average) – (Contextual Indicators School Profile)

Pupil Premium eligible pupils are 53.3% (significantly above average)- (Arbor)

SEND – 23.4% of pupils with 9.1% at EHCP and a number of children waiting on EHCP Needs Assessments (significantly above national average).

English as Additional Language – 44.2% (significantly above national average) – (Arbor)

Attendance – 95.9%

Challenges

Challenge number	Detail of Challenge
1	Communication and language skills are extremely low on entry into school.
2	Assessment, observations, and discussions with staff highlight that disadvantaged children have greater difficulty retaining basic skills (vocabulary, SPAG and basic number facts).
3	Lack of communication and lack of development around early language skills due to limited access to speaking and reading opportunities at home / pre-school groups.
4	Limited parental involvement with children's education, including homework and home learning not being supported by some families. Limited time spent reading out of school, and limited support with pupils developing the basic learning and self-help skills to be ready for school.
5	Multiple barriers to learning: some disadvantaged children also have SEND needs, emotional regulation needs and maybe from families receiving support from children's services.
6	High levels of SEND across school.
7	High levels of mobility / increased number of non-English speaking children admitted to classes
8	Emotional needs / wellbeing of pupils – targeted support and intervention is required for a good number of children across school.
9	Increasing support required for families including financial advice and signposting, children's services / Early Help for children and families' support.
10	High proportion of non-English speaking, disadvantaged children joined Reception in September and all phases throughout the year.
11	Limited opportunities for physical activity and development leads to many children who are not physically equipped to cope with school life; and their lack of physical development readiness affects their ability to learn.
12	Lack of suitable technology and resources at home to support home learning of basic skills including reading, phonics and basic maths skills.

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.

Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed below.

Teaching

Budgeted cost: £55,000

Improve Solving mathematical word problems			
Tier 1: High-quality Teaching	Tier 2: Targeted Academic Support Tier	Tier 3: Wider Strategies	Challenge number(s) addressed
Mastery-Based Math Professional Development: Invest in comprehensive teacher training) to implement systematic mastery approaches	**Metacognitive Small Group Interventions:** Deploy highly targeted, small group numeracy sessions led by qualified tutors or specialist TAs	**Mathematical Oracy Workshops for Parents:** Host dedicated workshops showing parents how to engage in mathematical dialogue and verbal reasoning with their children at home	1, 2, 3, 4, 5, 6, 8, 9, 10, 11,
Deep Conceptual Understanding: Focus teaching hours on securing deep mathematical comprehension before progressing to advanced topics	**Scaffolded Problem Solving:** Use structured intervention lines to guide struggling eligible pupils through "thinking about their thinking" (metacognition) while tackling multi-step word problems.	**Resilience & Motivation Initiatives:** Establish a peer-mentoring or mathematics celebration program to lower math anxiety and foster an "I can" attitude toward problem-solving.	3, 4, 5, 10
Accelerated Progress: Leverage mastery techniques to deliver an estimated **+5 months** of additional student progress over the school year	**Strategic Diagnostic Feedback:** Ensure tutors provide immediate, precise verbal and written feedback to identify and dissolve individual misconceptions early.	**Interactive Toolkits & Games:** Supply disadvantaged families with home-learning toolkits and digital math problem-solving platform access to promote independent play.	1, 2, 5, 8, 12

Targeted academic support

Budget cost: £55,000

Improve compositional efficiency across Key Stages 1 and 2			
Tier 1: High-quality Teaching	Tier 2: Targeted Academic Support Tier	Tier 3: Wider Strategies	Challenge number(s) addressed
Our primary objective is to elevate Quality First Teaching by embedding evidence-based, whole-school writing frameworks that explicitly target compositional development across both key stages. Funding will be directed toward professional development in cognitive and self-regulation frameworks, such as Self-Regulated Strategy Development (SRSD) and structural sentence-to-text methodologies. Teachers will receive targeted coaching to use "think-aloud" modeling to make the internal processes of writing visible—demonstrating how a writer plans, monitors, and evaluates their composition. We will focus on lowering cognitive load via dual-coded worked examples, scaffolded planning grids, and regular collaborative composition. According to the Education Endowment Foundation (EEF) Toolkit, explicit instruction in metacognition and self-	To close wide attainment gaps in independent writing, we will deploy structured, small-group interventions that isolate and scaffold the composition process. Funding will train teaching assistants and intervention leads to deliver targeted sessions focusing on oral rehearsal, vocabulary generation, and textual cohesion. These interventions will use heavily scaffolded resources—such as graphic organizers, contextualized word banks, and flexible sentence frames—that mirror the strategies taught in the main classroom to ensure instructional consistency. In line with EEF evidence, small-group tuition provides an average of +4 months' progress, while integrated oral language approaches add an average of +6 months. By prioritising oral pre-writing and collaborative drafting in these sessions, we will support Pupil Premium learners in building the cognitive stamina, vocabulary pool, and	Recognizing that compositional fluency is deeply tied to a child's life experiences, motivation, and active school attendance, our wider strategies focus on removing non-academic barriers to literacy. We will allocate funding to enrich the experiential background of our disadvantaged pupils through targeted author visits, cultural trips, and real-world writing stimuli, providing a rich foundation of shared experiences to fuel creative ideation. We will host practical, low-barrier parental workshops and distribute creative "story-starter" toolkits to empower families to engage in mathematical and narrative oral dialogue at home. Concurrently, our pastoral and attendance teams will monitor and support targeted families to maximize learning continuity, ensuring that Pupil Premium learners do not miss sequential modeling phases that are critical	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12

regulation strategies delivers an average of +8 months' additional progress, yielding an exceptionally high impact for disadvantaged writers who struggle to transition their ideas onto the page.	structural confidence required to produce high-quality, independent pieces of writing.	for long-form compositional success.	

Wider Strategies

Budgeted cost: £40,836

Improve phonetical understanding in EYFS and KS1			
Tier 1: High-quality Teaching	Tier 2: Targeted Academic Support Tier	Tier 3: Wider Strategies	Challenge number(s) addressed
Professional Development in SPaG: Invest in teacher training on the updated statutory writing curriculum and effective SPaG integration. This ensures that teaching aligns with current best practices and statutory requirements, thus enhancing the overall quality of instruction. Evidence from the Education Endowment Foundation highlights the significant impact of high-quality teaching on student outcomes	**Small Group Literacy Interventions:** Implement structured SPaG interventions in small groups, focusing on pupils who are underperforming. These sessions should be designed to reinforce classroom learning, address specific challenges, and build confidence in writing. Research indicates that small group tuition can result in an additional four months' progress over a year	**Parent Engagement Workshops:** Conduct workshops to educate parents about the strategies and importance of SPaG in children's writing. This can foster a supportive home environment that encourages practice and discussion around writing, extending learning beyond the classroom.	1, 2, 3, 4, 5, 6, 8,9, 11, 13

Total budget cost £158,836

Part B: Evaluation of the 2025–2026 Pupil Premium (PP) Strategy

This section reviews how our PP funding and interventions impacted eligible pupils during the 2025–2026 academic year.

Our Strategic Targets for the Year:

- **Accelerated Early Years Progress:** Support children from low starting points through high-quality teaching, tailored interventions, stimulating environments, and curriculum-linked educational visits.
- **Core Skill Development:** Secure vital foundational skills in speech, language, listening, reading, phonics, and numeracy.
- **Emotional Resilience:** Equip children with the social and emotional tools needed to confidently overcome daily barriers to learning.

Early Years Key Outcomes:

- **Progress & Attainment:** Reception pupils made strong progress from low baseline entry points, with 37.9% reaching a Good Level of Development (GLD). Despite enhanced staffing, complex individual barriers prevented a higher GLD percentage.
- **Well-being Environments:** Classrooms were purposefully designed to foster emotional resilience, providing continuous, targeted support for pupils with additional needs.
- **Literacy & Communication Focus:** Daily schedules prioritized structured phonics lessons and targeted interventions, successfully boosting literacy skills.
- **Speech & Language Development:** A dedicated focus on communication and vocabulary acquisition ensured that non-verbal and language-delayed pupils made measurable steps forward in their expressive and receptive skills.