

Pupil premium strategy statement – Billingham South Community Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	459
Proportion (%) of pupil premium eligible pupils	37.32%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026 to 2027-2028
Date this statement was published	8 th January 2026
Date on which it will be reviewed	June 2026
Statement authorised by	Laura Honour (HT)
Pupil premium lead	Laura Honour (HT)
Governor / Trustee lead	Lisa Atkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£263,230
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£263,230

Part A: Pupil premium strategy plan

Statement of intent

At Billingham South Community Primary School 37.32% of our pupils attract extra funding through pupil premium. This means we can make additional investments in a range of areas to achieve the aims set out below. Due to the percentage of pupils who attract additional funding; in many cases our projects benefit all children. So, the pupil premium may sometimes be used as a fair proportion of funding. In view of this, when reviewing projects funded by pupil premium the impact is measured using case studies, our NTS progress measures, our in-year pupil tracker and local and national data. We also use pupil profiles and specific information from the agencies we have worked with. Pupil premium funding helps us when making strategic plans for our pupils who attract that funding. Many projects aimed towards the areas outlined below do not require funding or may be funded from other parts of the school budget.

At Billingham South we use pupil premium funding for five main aims:

- Accelerating pupil progress
- Raising aspirations
- Developing resilience in our pupils for the next steps in their learning
- Improving attendance
- Identifying and providing services for disadvantaged families

Pupil premium investment is used to whole or part fund; short, medium and long term projects.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Accelerating Pupil Progress</u></p> <p>We fund extra teaching assistants to deliver intervention programs and support teachers' strategies across school. These staff are used strategically for the teaching of phonics, English and maths. The deployment of these staff is overseen by class teachers in order to narrow the gap in achievement by accelerating pupil progress in children identified in our school improvement plan.</p> <p>We have also undertaken CPD to ensure all staff understand the principles around QFT, SEND adaptations and specific SEND needs training. We have also undertaken some AI CPD in order to enhance learning and experience and progress for children.</p>

2	<p><u>Raising Aspirations</u></p> <p>We believe in raising pupils aspirations through enhancing our curriculum with visits and programs to improve cultural capital. Therefore pupil premium is used to whole or part fund, outdoor learning, specialist computing provision and bespoke programs to meet a range of needs.</p> <p>We provide pupils with greater access to concerts, theatre and the chance to participate in local, regional and national events.</p> <p>Pupil premium is also used to fund ambitious clubs, projects, trips and residential visits which would otherwise not be possible. Examples of this include; Derwent Hill, London, resilience trips (Y2-Y5), the hiring of a theatre and other equipment for theatrical performances and one term of free educational visits for all children.</p> <p>We believe that access to high quality ICT hardware in conjunction with excellent ICT teaching will improve resilience and independence in pupils across all subjects as they progress through their whole educational experience. In addition, many individual learning programmes such as Dyslexia Gold and TT Rock Stars require up to date ICT resources. Therefore significant pupil premium funding will be used to ensure the best possible ICT equipment is available to all pupils.</p>
3	<p><u>Developing Resilience in our Pupils</u></p> <p>Many of our children who attract pupil premium funding encounter significant emotional problems or have difficulty in processing and dealing with a particularly difficult issue. Pupil premium money is used to fund counselling services and transition club. We have now put together a mental health offer that makes clear all the practices and services that are available to all our pupils.</p> <p>Our school is well known for encouraging excellent behaviour. We want our children to understand the need to take responsibility for their own actions. Pupil premium funding is sometimes used to support our successful behaviour system. For example, part funding of our CPOMs system to enable the analysis of behaviour trends, peer on peer bullying or disputes and the part funding of rewards or incentives within our attendance, behavioural and values systems. It has been identified that our EYFS and EMS are particularly successful in encouraging resilience and independence. Pupil premium will be used to part fund the use of ARP staff and techniques for mainstream pupils in year 2-6.</p> <p>Pupil Premium is used to fund mentoring programmes that take place in our garden, through Lego Therapy and Theraplay across school.</p> <p>When we became the world's first "Outstandingly Happy School" in 2017, it had a positive effect on the whole school community. Happy children, take greater risks with their learning. Where greater risks are taken by pupils and staff progress is greater. We have now attained re-accreditation (2022)</p>
4	<p><u>Improving attendance and providing support and services for families of disadvantaged children</u></p> <p>Our school attendance policy reflects the proactive measures we take as a school to improve pupil attendance. Many rewards, services or assistance with individual circumstances are funded using pupil premium. This approach has led to a significant rise in prospects and outcomes for individual children. We use Pupil Premium to part fund a partnership with Education5 to ensure attendance by disadvantaged pupils who are persistently absent.</p> <p>Our Parent Support Advisor is part funded by Pupil Premium so she can help families (particularly of disadvantaged pupils) improve academic attainment but also access services and assistance that they may require.</p>

Because of ongoing difficulties with attendance and PA we have strengthened and altered our offer following LA consultation and work alongside other schools (details below).

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 academic outcomes in all curricular subject areas but particularly Phonics, English and Maths	Improved standardised scores for targeted pupils in Phonics, English and Maths.
Improved learning behaviours across the entire curriculum. Improved SEND adaptations made to QFT	A growing number of pupils exhibit school values during lessons. Strategies and resources will be observed in classes.
Computing lessons follow curriculum intent	Pupil voice demonstrates the desired impact during computing lessons.
Pupil emotional health and wellbeing clearly addressed to enable greater resilience and happiness. Vulnerable pupils to be better prepared for the next steps in their learning. Rock Steady to allow for the learning of new musical skills	Case studies produced by ABC counselling and therapy solutions. Pupil voice following participation in outdoor learning, chess clubs, rock steady music and choir events. Rock Steady showcase with parents
A rich reading culture is evident throughout school particularly from pupils from deprived backgrounds.	Pupil voice Class libraries being used in each year group
Pupils' cultural capital is progressively built through a rich curriculum complimented by appropriate visits and experiences.	Growing number of targeted pupils achieving expected outcomes in foundation subjects and science. Pupil voice following trips/visits.
Achieve attendance above the National average and positively impact pupils who have persistent absence.	Improved attendance data for key groups and individuals. An attendance team meet monthly to discuss targeted children.
Address a range of pastoral issues with proactive and re-active support packages.	Case studies to show improvement in pastoral circumstances and the consequent effect on academic achievement.
Improve outdoor provision and learning	QA with OPAL. Pupil voice. Learning walks.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 91,000 .

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enhancement of our Curriculum (primarily Maths and English) through metacognition skills and pre-teach.</i>	EEF guidance and DfE guidance Internal data shows improved performance by pupils that have access to pre-teach and metacognition skills.	1
<i>Improved visualisation, mastery and modelling techniques to improve reasoning and metacognition across school. New investment in Maths resources to enable bar modelling and other visual strategies to be used in class.</i>	EEF guidance and DfE guidance Internal data shows improved performance by pupils that have access to pre-teach and metacognition skills.	1
<i>Improved pupil resilience and happiness in their approach to work as part of our mental health offer.</i>	Growth Mindset Building pupil resilience (growth mind set is evidenced to improve outcomes in all curriculum area) Carol Dweck	1 3 4
<i>Excellent PE coaching. Excellent computing teaching</i>	Specialist teachers at Billingham South have been shown to deliver excellent outcomes for children (computing teaching).	1 2 3

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

Budgeted cost: £ 52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Group tuition in a targeted academic area for phonics</i>	Evidence available if required - Keep up programs as part of the Little Wandle program	1 2 3
<i>Enhanced Speech and Language offer through the purchase of additional Speech and Language hours.</i>	EEF Guidance Speech and Language is a barrier to learning among a number of children at our school. Ensuring full assessments and programmes helps to remove those barriers.	1
<i>Targeted support in EY</i>	1:1 and small group intervention - EEF Targeted tuition using EEF methodology has been shown to enhance progress.	1

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

Budgeted cost: £ 120,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 Play therapy and Transition Club for vulnerable pupils.</i>	Case studies available on request. Case studies provided by ABC counselling and therapy solutions.	3 4
<i>Outdoor learning and OPAL</i>	Case studies from lockdown period showed hugely positive affect on emotional wellbeing and social skills.	1 3 4
<i>Chess Club and competitive chess tournaments.</i>	Pupil voice demonstrates raised self-esteem and a positive effect on problem solving ability.	2 3
<i>Participation in a Shakespeare Performance event</i>	Evidence over time through pupil voice shows positive impact on pupil aspiration, academic skills, social skills and resilience.	1 2 3
<i>Ensuring quality reading material is available to all pupils through a reading reward scheme and a £1 book shop.</i>	Building a reading culture in our community (which has lost its local library) is vital to improve Literacy skills, raise academic achievement and raise aspirations.	1 2
<i>Raising pupils' cultural capital and resilience with targeted experiences through the academic year.</i>	Cultural Capital is 'the essential knowledge that children need to be educated citizens' Ofsted Raising cultural capital and resilience has been demonstrated to raise aspiration, develop resilience and improve life outcomes (case studies).	1 2 3
<i>Part funding of key members of staff (PSA) and SLAs (attendance service) to provide bespoke services to families.</i>	Lost days at school through none attendance or poor engagement result in lost potential and lowered outcomes. Our pastoral team have successfully impacted a number of children in these areas.	1 2 3 4

Total budgeted cost: £ 263,230

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Staffing Spend (PSA, TA, Temp T) (Up to Easter 2023)

- Investment in AM through NTS has been worthwhile. Rapid progress made by targeted individuals through school. Internal data shows rapid improvement in Reading ages and less than expected pupils on phonic scheme after Y2.
- Pre-teach, one to one reading, adapted Maths and English interventions show rapid progress at PP meetings through internal data gathering. Currently forecast higher phonics, GLD and Writing data in EY, Y1 and Y6 all as a result of direct investment in key adult support
- PSA has been working closely with Education 5 to help tackle PA.

Arts/Trips/ Cultural Capital

- Cultural Capital trips plotted and (at least) part funded for every year group relating to curriculum topics. Rich work has been produced right through the curriculum based on Cultural Capital trips.
- Resilience Trips are also completely funded by PP and SP building pupil's resilience which is hugely necessary given the 40% disadvantaged pupils. Parental feedback and Secondary school feedback is that these values continue to be seen in many children long after leaving Billingham South.

Counselling Services

- ABC therapy solutions have provided a thorough evidence portfolio for all play therapy sessions and transition club. Although these are confidential they provide evidence of huge impact for children from disadvantaged backgrounds.

ICT Expert Teaching

- Monitoring shows that our computing curriculum is modern, relevant and prepares pupils thoroughly for the next phase in their education.
- Our Computing expert teacher provides a 'digital leaders' extra-curricular club which targets disadvantaged pupils for an enhanced ICT programme.

School Council/ Anti Bullying

- Continues to be an integral part of school practice allowing pupils to; influence curriculum content and opportunity.
- For example school council highlighted a wish for more outdoor learning which has been delivered, school council highlighted a wish for more animals in school.
- SC also suggested new sports clubs for school to invest in which has happened.
- School council lead any Parliamentary activities that we take part in.

£1 Book Shop

- A huge variety of books are made available to all children for £1 and for reading rewards upon completion of a reading stamp card.
- Pre COVID this resulted in a huge increase in book ownership in the school population.
- Benefits include; improved amount of reading, greater enjoyment in reading, greater knowledge and development of genres and authors, development of excellent reading habits regardless of family income.

Future Steps

- Future Steps provide the assessments for pupils who are struggling with motor skills, sensory ability and the ability to regulate their mood.
- These assessments provide the programmes for pupils which are then delivered regularly by an OT teaching assistant.
- Pupil premium funding of this programme is specifically for disadvantaged pupils.

OPAL

- Enhancing outdoor opportunities for our children
- Using our outdoor space to give our children new opportunities
- Opportunities to play and take risks safely

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.