

Pupil premium strategy statement

This statement details Berwick St Mary's CE Primary School's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

The statement outlines our 3 year 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.

N.B. for the purpose of this document, pupils in The Tweed Special Unit are included as part of a whole school approach, reflecting the inclusive approach and targeted integration of all pupils in both settings.

School overview

Detail	Data
School name	Berwick St Mary's CE Primary School
Number of pupils in school	103 (plus 12 Nursery)
Proportion (%) of pupil premium eligible pupils	28.1% (29)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-29
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Gary Hilton (Headteacher)
Pupil premium lead	Gary Hilton
Governor lead	Sandra Bond (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,400
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49,400

Part A: Pupil premium strategy plan

Statement of intent

Our school is committed to supporting all pupils so that every child can access a high-quality education and achieve their full potential. A significant proportion of our pupils are identified as disadvantaged, with 28.1% currently eligible for pupil premium funding. In addition, many other pupils experience similar financial challenges but do not meet the formal criteria for disadvantaged status. We recognise that financial hardship can affect access to learning, attendance, enrichment, wellbeing, and opportunities beyond the classroom, and our approach is designed to respond to these wider needs.

The socio-economic context of our locality is shaped strongly by a seasonal service-sector bias, which has a considerable impact on family incomes and financial stability. Over the last ten years, the area has lost many large-scale employers. What remains is a mix of service-sector and rural employment, which does not typically provide long-term permanent jobs, clear career progression, or the associated financial benefits that support sustained household security. These emerging economic trends and their associated outcomes inform our approach to pupil premium spending, in that we prioritise strategies that have the greatest impact on the majority of our children, while also considering carefully those pupils who are educationally at a disadvantage.

We have a strong track record of supporting pupils who need that support the most, and we will continue to target this funding at areas of disadvantage to ensure that all children can achieve. Our commitment is underpinned by the belief that disadvantage should not determine outcomes. The school was recognised for 'Excellent Practice' in our Poverty Proof Audit from Children North East in the summer of 2023. This reflects our ongoing determination to reduce barriers to learning and to create an environment in which every pupil can thrive.

High-quality teaching is at the core of our approach. This includes a strong focus on academic outcomes, social skill development, mental health and emotional resilience. We know that consistently effective teaching has the greatest impact on closing the disadvantage attainment gap, while also benefiting non-disadvantaged pupils at St Mary's. Our strategy is responsive to the common challenges experienced by children and families, as well as to individual needs. It is rooted in well-established diagnostic assessment rather than assumptions about the impact of disadvantage, ensuring that support is precisely matched to need.

Our pupil premium strategy is also integral to wider school plans for education recovery. This includes targeted intervention for pupils whose education has been most affected, including some non-disadvantaged pupils. By combining strong classroom teaching, carefully planned intervention, and responsive pastoral support, we aim to remove barriers, raise achievement, and promote equity across the school community.

This work is closely aligned with our vision: 'To realise the potential in all by creating a community of unique individuals who are guided by a shared light.'

Challenges

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

Challenge number	Detail of challenge
1	Observations and assessments (EYFS baseline and SaLT assessments) identify a low baseline in oral communication, language and Literacy. Our internal evidence show this impacts on Reading and Writing within ELG and therefore overall GLD. In the medium term this deficit impacts on the phonics screening results in Year 1 Longer term there is an evident impact on English skills and understanding in KS1 and KS2.
2	Our assessments and observations evidence that the well-being of many of our disadvantaged pupils are being impacted by the 'Cost of Living Crisis' to a greater extent than for other pupils (this is supported by national studies). This recent trend is further enhanced by the rurality of the village, and the reliance of the economy on seasonal markets and a significant reduction in long-term permanent employment, especially for those families who are older parents, with many of the seasonal services jobs going to younger, cheaper labour elements in the workforce. This has resulted in more significant wellbeing / pastoral and mental health needs.
3	Our assessments and observations evidence that the education of many of our disadvantaged pupils are being impacted by the 'Cost of Living Crisis' to a greater extent than for other pupils (this is supported by national studies). This has resulted in significant gaps in learning (behind age-related expectations).
4	Observations and discussions with pupils evidence that the majority of our pupils have limited experiences beyond their immediate environment and few cultural capital experiences. This impacts on pupils' understanding of elements of the curriculum and further on language and communication. Evidence suggests that this is an increasing reality for many children, therefore potential impact is becoming greater.

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
To improved oral language and communication skills	Assessments (speech and language therapist reports, Elklan, Neli, teacher and external specialist assessments) and observations indicate significantly improved communication and oral language skills . School readiness both in starting Reception and entering Year 1.
To achieve and sustain improved mental and physical wellbeing for all pupils in our school, particularly our disadvantaged pupil	Sustained high levels of mental and physical well being demonstrated by : • Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations • A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Evidenced by TAF meetings, Safeguarding meetings, behaviour tracker (CPOMS) and mental health care plans. • Observations of children's engagement in learning • Increased participation in sporting and physical activities, including after school clubs, outdoor learning, Specialist sport coaching, Yoga, etc • Development of child led play within non-structured times • Increased use of outdoor provisions across all key stages
To achieve and sustain improved % of children working at age related expected or all pupils in our school, particularly our disadvantaged pupil. (%of children will be set per cohort each September) Increase the number of disadvantaged pupils achieving robust evidence of mastery in core subjects in KS1 and KS2.	In school tracking data, standardized assessments (Rising Stars) and end of Key Stage (GLD, phonics and KS1) assessments will show an increase in the number of children working at age related expectation year on year and an increase in the number of disadvantaged pupils achieving the higher standard at the end of KS2.
Improve cultural and childhood experience for all pupils across school.	Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. A wide range of free (or very low cost) extra-curricular activities are available to all pupils.

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: £ 13,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Speech and Language interventions and training (Talk boost/RWINC and others) to be used with all EYFS pupils to identify communication / language baselines and to measure progress made - Staff training – including Neli, SIT, RWInc and Talk Boost, Forest Schooling. - Talk Boost, Colourful Semantics, LEGO Therapy, Elklan etc interventions implementation (targeted) and training impacting all - Staffing in EYFS to increase communication modelling and dialogue in continuous provision and small group work. - CPD for phase leaders / teachers and TAs in 'Making best use of Teaching Assistants' EEF guidance report	Detailed research into appropriate assessment and intervention tools using EEF recommendations and evidence based upon previous years work with Speech and language service, Elklan and Neli. Consistently good provision (environment, assessments & practice) provides communication experiences, language development, reading and writing progress. The systemic review commissioned by the EEF 'Early Language Development' reinforces the above approaches to be inline with best practice, especially in terms of adult interactions – hence the need for additional staff to model this. EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. The EEF toolkit states that Oral Language impact development (Average impact +5 months), The EEF toolkit states that phonics approaches has a moderate impact (+4 months) for a very low cost. Talk Boost has been identified by the EEF as	1

- Phonics lead in school (supported by English Hub) to model phonics sessions, support new to school teachers to enable consistency and monitor teaching and assessment of phonics across EYFS and KS1. - NELI intervention is a taught programme running 20 weeks with daily inputs from the teacher and TA's who are trained in the approach.	a an effective intervention.	
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Quality of teaching for all : - Half termly data monitoring and progress discussions - Staff to facilitate teachers and 'Showcase' lessons by lead subject teachers - CPD programme including EEF 'Making best use of Teaching Assistants'. - School part of North School leaders project, delivered by NET school hub on behalf of the EEF - looking at curriculum improvement linked to quality of teaching. - TA teacher intervention groups targeted to address gaps in learning for those to achieve high standard at LKS2 - Quality marking & feedback monitored by phase leaders	Research Evidence for approach EEF Toolkit and evidence of best practice - Reading Comprehension Strategies (Average impact +6 months), Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)	1 , 3
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- Planned induction programme not only for ECT but all new staff - HT and invited external consultants and other HT's not class based to support and monitor		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £23,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Target group work in Nursery and Reception using Talk Boost, RWInc, NELI, and Colourful Semantics - Read Write Inc, Talk Boost KS1, ELKLAN, Lego Therapy intervention implementation - SENDCo (non-class based) release to target assessment and support for those eligible for PP who are identified as having SEN - Intervention groups led by TAs / teachers (based on same day interventions) - TA reduced cover timetable to enable consistent intervention sessions. - KS2 teacher appointed to deliver target intervention and live lesson support for SEN PP and those on catch-up programme	EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year (EEF). The EEF toolkit states that Oral Language impact development (Average impact +5 months), and phonics approaches have a moderate impact (+4 months) for a very low cost. NELI has been identified by the EEF as a promising project. Elklan has been identified by the EEF as an effective intervention, producing good progress. EEF toolkit : Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)	1, 3

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

Budgeted cost: £11,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
- School accessing support from Behaviour Lead professional / SITT tutors, DSL team, Mental health First aiders - Mental health plans and individual risk assessments in place when necessary and targeted support available as and when needed (as above). - Curriculum focus on in terms of growth mindset, resilience and mental health of pupils. - Staff trained on the implementation of Forest School well-being project - Provision of well being sporting activities such as Yoga to be embedded within the curriculum during the school day and after school. - Experiences and visitors planned for all pupils across the year - Provide a wide range of extra-curricular activities, all of which will be free, to allow children to participate experiences that are not provided within the home environment. (including breakfast , after-school and holiday clubs) - Plan cultural experiences into the core offer of the St Mary's curriculum beyond the National curriculum, including community and charitable projects - Funding supports transport, subsidised visits and trained staff to carry out extended school sessions	EEF toolkit identifies that the following all have a positive impact. Behaviour intervention (+ 3months) Social and emotional learning (+ 4 months) Metacognition and Self regulation strategies (+ 7 months)	2, 4

Total budgeted cost: £ £49,400

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 2025 to 2026 academic year.

Early Learning Goals

PP - N/A.

Phonics

PP - 100% (2-FSM)

Key Stage 2

Continued trend for more disadvantaged children to close gaps to ARE in English and Maths.

Attendance

PP - attendance was 94.3%

Non-PP - attendance was 95.1%

Interventions

Implementations of a range of interventions such as RWInc, Lexia, Number First Class and Talk Boost all showed positive impact. Increased staffing to enable targeted intervention and support during sessions also evidenced good progress through pupil outcomes in Early Years and Year 1.

Social skill and learning behaviour interventions were delivered in a bespoke format targeted at individuals, with behaviour incidents lower year on year, this is evidenced with improved attendance for PP students.

School support for targeted disadvantaged families also evidenced progress in attendance and reduced SEMH incidents. Using a multi-agency approach with the school as the main delivery vehicle, families are receiving support more quickly.

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
Prima/PUMA	Hodder
Lexia	Lexia

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Planning, implementation, and evaluation

We have used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work best for our school. We will continue to use it through the implementation of this whole school strategy.

In planning this pupil premium strategy, we have evaluated why activities we have undertaken in previous years have not had the degree of impact that we had expected. We will also commission a pupil premium review in order to get an external perspective of school provision.

We have used evidence from a wide range of information and our key strategic priorities, all have implementation plans running in the background. This will enable us to have a robust framework for evaluation and measure impact. If required, we will adjust our plan over time to secure better outcomes for our pupils.

We have worked with Northumberland County Council and The Newcastle Research School, looking at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We have also looked at studies about the impact of the pandemic on disadvantaged pupils. These have all influenced the content of our 3 year Pupil Premium Strategy.

