Caedmon Primary School Pupil Premium Strategy Statement 2025-26

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Caedmon Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	69%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-26
Date this statement was published	24th October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs R Bergamino
Pupil premium lead	Mrs H Temple
Governor / Trustee lead	Mr S Burton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238,085
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	£238,085

Part A: Pupil premium strategy plan

Statement of intent

- At Caedmon Primary School, we believe that all our children have an equal entitlement, and should have an equal opportunity to:

- Develop imagination and creativity
- Acquire skills and abilities
- Have a love of learning
- Acquire and improve skills in core and foundation subjects
-Have access to services to improve mental health, physical health and wellbeing

We have high aspirations for our children and we believe that they should be able to reach their full potential.

- Our aims for Pupil Premium Grant impact is to remove any barriers that our disadvantaged pupils experience at Caedmon Primary School and addresses them to ensure that all children reach their full potential. Funding is allocated carefully to have the maximum impact on our pupils and this is monitored and reviewed carefully throughout the year. Our spending strategy is informed by research such as that in the Education Endowment Foundation Toolkit However, we recognise that some interventions may be qualitative and not quantitative.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals (or have been in the last 6 years) are socially disadvantaged. We also recognise that pupils who are not eligible for the grant may also be socially/economically disadvantaged despite not being registered or eligible for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils who have been identified as being socially disadvantaged and at risk of underachievement.

Challenges

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

Challenge number	Detail of challenge
1	Children enter with significantly low levels of language, numeracy and literacy skills/basic skills.

2	Emotional wellbeing. Children enter with significantly low levels of social and emotional skills and many have anxiety, anger, withdrawal etc.
3	Children have narrow experiences of life outside school/cultural experiences.
4	School readiness (e.g. lack of routine at home, lack of sleep, parenting, hunger on arrival, unsuitable clothing/footwear etc)
5	Punctuality and attendance.
6.	Poor auditory memory and retention skills.
7.	Complex home lives.
8.	Low aspirations (children and families) and lack of aspirational role models.
9.	Lack of resilience when things get a little more challenging, especially with learning.

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 maintain a high level of staffing to enable higher quality interactions and clear verbal feedback for pupils through increased staff:pupil ratios.	Disadvantaged pupil progress will be at least good in each year group and any gap between disadvantaged and non-disadvantaged pupils will be reduced. The attainment of pupil premium eligible children will be increased.
Pupils will be supported in recovering lost learning and move them on from very low starting points through the use of quality first teaching and interventions from support staff.	Close the gap between disadvantaged and non-disadvantaged pupils whilst maintaining good progress for both groups.
Improve attendance, punctuality and readiness to learn for the most disadvantaged pupils.	Attendance data shows that pupils' attendance is above 96% and that punctuality has increased. A decrease in behaviour consequences data shows that pupils' readiness to learn has improved.
To support the increasing mental health and wellbeing needs of our disadvantaged pupils to enable them to be school-ready.	Disadvantaged pupils will have regular access to Thrive, counselling and support from other agencies e.g. The Link, Early Help to enable pupils and families to be able to cope with life challenges.
Improve the progress and attainment in reading, writing and mathematics for the most disadvantaged pupils.	The proportion of our disadvantaged pupils achieving the expected standard or greater depth in RWM will increase.

Improved life experiences and wider cultural experiences for pupils – educational visits will be available to all pupils and will inspire our pupils and stimulate their curiosity for learning.	All pupils have the opportunity to participate in many activities including after school clubs, educational visits, residential trips, sporting events and experience art, music and theatrical visits.
Pupils will not be hungry as they will have access to breakfast. This will support pupils to maintain concentration and to be ready to learn.	Feedback from the children and staff in addition to observations of pupil concentration, learning behaviour and self-regulation.

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: £171,536

Activity	Evidence that supports this approach	Challenge number(s) addressed	Pupil Premium and Recovery Funding Allocation
Phonics Lead to provide phonics (RWInc) coaching and mentoring to support teachers to deliver high-quality phonics teaching with fidelity to the programme.	Mentoring – EEF + 2 months Phonics – EEF + 5 months Research from the EEF and Teacher Development Trust highlights the importance of staff development with a direct focus on outcomes for pupils.	1	£9,903
Phonics lead released half termly to work with the English Hub to support teachers to deliver high-quality phonics teaching with fidelity to the programme.	Mentoring – EEF + 2 months Phonics – EEF + 5 months Research from the EEF and Teacher Development Trust highlights the importance of staff development with a direct focus on outcomes for pupils.	1	£2,641
An additional KS1 and EYFS class 'The nest' to target children with additional needs and help close the gap.	Reducing class sizes – EEF for 3 terms Enabling high levels of support, getting the children ready for KS1.	1,2, 9	£35,505
Additional Key Stage One teacher avoiding split year	Reducing class sizes – EEF + 2 months.	1,2, 9	£38,345

group; allowing higher quality interactions with pupils, minimising disruption and enabling more instant feedback.	Enabling higher levels of feedback – EEF + 6 months.		
Additional Year 6 teacher allowing higher quality interactions with pupils, minimising disruption and enabling more instant feedback.	Small group tuition - EEF + 4 months. Reduce class sizes – EEF + 2 months. Enabling higher levels of feedback – EEF + 6 months.	1,2,9	£0 (Paid for from Reserves)
Additional Year 4 teacher allowing higher quality interactions with pupils, minimising disruption and enabling more instant feedback.	Small group tuition - EEF + 4 months. Reduce class sizes – EEF + 2 months. Enabling higher levels of feedback – EEF + 6 months.	1,2,9	£64,409
SENCO 3 days per week (non-teaching 2.5 day) to support staff within class, focussing on provision and progress of pupils with SEND.	Mentoring – EEF + 2 months Research from the EEF and Teacher Development Trust highlights the importance of staff development with a direct focus on outcomes for pupils.	1, 2, 6, 9	£20,733

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

Budgeted cost: £60,759

Activity	Evidence that supports this approach	Challenge number(s) addressed	Pupil Premium and Recovery Funding Allocation
Provide increased Higher Level Teaching Assistant and Teaching Assistant support for pupils in Early Years/Key stage 1 – through the nest provision.	Individualised Learning – EEF + 4 months Phonics – EEF + 5 months Small group tuition – EEF + 4 months Enabling higher levels of 1:1 feedback and intervention – EEF + 6 months Teaching Assistant interventions – EEF + 4 months Oral language interventions – EEF + 6 months.	Provide increased Higher Level Teaching Assistant and Teaching Assistant support for pupils in Early Years – 1:1 phonic and	£24,078

	Early literacy approaches – EEF + 4 months	reading interventions; speech and language interventions	
Provide increased Teaching Assistant support for pupils in lower Key Stage two – 1:1 phonics/reading comprehension interventions.	One-to-one tuition – EEF + 5 months Phonics – EEF + 5 months Enabling higher levels of 1:1 feedback and intervention – EEF + 6 months Teaching Assistant interventions – EEF + 4 months Reading comprehension strategies – EEF + 6 months	Provide increased Teaching Assistant support for pupils in Key Stage One – 1:1 phonics/reading comprehension interventions.	£18,124
Provide increased HLTA and Teaching Assistant support for pupils in Key Stage Two – 1:1 phonics/reading comprehension interventions; guided reading	One-to-one tuition – EEF +5 months Phonics – EEF + 5 months Small group tuition – EEF + 4 months Reading comprehension – EEF + 6 months Enabling higher levels of 1:1 feedback and intervention – EEF + 6 months Teaching Assistant interventions – EEF + 4 months	Provide increased HLTA and Teaching Assistant support for pupils in Key Stage Two – 1:1 phonics/reading comprehension interventions; guided reading	£14,189
Accelerated Reader programme Y3-6	Reading comprehension – EEF + 6 months Small group tuition – EEF + 4 months Enabling higher levels of 1:1 feedback and intervention – EEF + 6 months Reading comprehension strategies – EEF + 6 months	Accelerated Reader programme Y3-6	£2,621
Reading Plus programme Y5 & Y6	Reading comprehension – EEF + 6 months Small group tuition – EEF + 4 months Enabling higher levels of 1:1 feedback and intervention – EEF + 6 months Reading comprehension strategies – EEF + 6 months	Reading Plus programme Y5 & Y6	£1,747

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

Budgeted cost: £55,029

Activity	Evidence that supports this approach	Challenge number(s) addressed	Pupil Premium and Recovery Funding Allocation
Breakfast provision for all pupils. Provide two members of staff to prepare free breakfast to ensure that every child has access to a suitable breakfast.	Benefits of access to breakfast. No EEF research but this is supported by our work with Magic Breakfast for a number of years with their focus on 'No child too hungry to learn'. We have seen a positive impact on our pupils in terms of energy levels, ability to focus and positive response to breakfast each day.	2, 4, 5, 8	£3,545
Employment of an Attendance Welfare Officer (pro-rata) and Attendance Officer to work with parents to support and encourage good attendance and provide challenge where needed.	Previous attendance data and case studies. Parental engagement – EEF + 4 months	4, 5, 7	£8,628
Attendance lead hours increased to support the attendance welfare officer to work with parents to support and encourage good attendance and provide challenge where needed.	Previous attendance data and case studies. Parental engagement – EEF + 4 months	4, 5, 7	£2,040
Attendance rewards and incentives to promote good attendance across school to children and parents.	Attendance data and case studies. Parental engagement – EEF + 4 months	4, 5, 7	£1,500
Counselling for pupils and families including external provision via 'The Link' to support pupils and their families with emotional	Social and emotional learning – EEF + 4 months	2, 4, 5, 7, 9	£8,731

and psychological therapy.			
To provide the Rubies intervention programme to our Y6 girls to develop self-esteem, resilience and self-worth.	Social and emotional learning – EEF + 4 months Feedback and positive impact on our Y6 girls and our most vulnerable pupils seen over a few years of running these projects.	2, 4, 5, 7, 9	£1,275
Heavily subsidised educational visits, including outdoor adventure/physical activity, arts and culture and the Y6 residential to stimulate their curiosity for learning and broaden their life experiences.	Outdoor adventure learning – EEF + 4 months Sports participation – EEF + 2 months Social and emotional learning – EEF +4 months Arts participation EEF + 3 months	2, 3, 5, 8, 9	£20,389
Wide range of heavily subsidised after school clubs.	Outdoor adventure leaning – EEF + 4 months Sports participation – EEF + 2 months Social and emotional learning – EEF +4 months Arts participation EEF + 3 months	2, 3, 4, 5, 8,9	£4,267
To support our families who are struggling to provide school uniform to their children by providing a stock of clean, fresh uniform in school. Subsidised school uniform including PE kit.	Limited EEF research for this, but we have witnessed the positive impact that this has on our pupils and their parents when we are able to offer: - 1 free jumper or cardigan (all new pupils) - free PE kit (optional) - pre-loved laundered school uniform (all pupils). This particularly benefits our pupils in the colder months.	2, 4, 7,	£824
To continue to embed Thrive practices across school to support the children's increasing emotional wellbeing and mental health needs including training additional staff.	Behaviour interventions – targeted approach – EEF + 4 months Social and emotional learning – EEF +4 months Early Years interventions – EEF + 5 months Metacognition and self-regulation – EEF + 7 months.	2, 4, 5, 7, 9	£2,700
Wellbeing resources – fiddle toys, cosy corner, mirrors etc to support pupils to regulate their emotions and be ready to learn.	Social and emotional learning – EEF +4 months Metacognition and self-regulation – EEF + 7 months.	2, 4, 9	£1,030

To raise aspirations by continuing to participate in the TVCA (Tees Valley Combined Authority) Careers and Aspirations Pilot. £0 Spark Tees Valley – careers website access.	Raising aspirations is a key role of our school, particularly in a context of high levels of deprivation and unemployment. A number of research studies have focussed on career-related learning in schools.	2, 3, 5, 8, 9	100

Total budgeted cost: £287,324

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.

Due to COVID-19, performance measures have not been published for 2021 to 2022, and 2021 to 2022 results will not be used to hold schools to account.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Our data analysis shows the following:

- In EYFS, 58% of our disadvantaged pupils achieved GLD compared to 57% of our disadvantaged pupils last year. Albeit a small increase, this still demonstrates the positive impact of our strategy and the impact that pupil premium interventions have had on these pupils.

We will continue to implement the pupil premium strategy to increase our percentages.

- In Phonics Screening Check data shows Phonics is currently above national and substantially improved from 2024. Disadvantaged performance against national PP is a clear strength. We will continue to implement the pupil premium strategy to ensure our percentages remain above national average.

- In Multiplication Check The latest national disadvantaged average is approximately19.3, so the 2026 school figure remains around0.9 marks above the latest national disadvantaged benchmark. Across three years, school disadvantaged pupils average 20.3, compared with a national disadvantaged figure around19.1. Thus, disadvantaged pupils perform positively against their national peers.

In the next academic year, our focus will be on implementing strategies and support to ensure a higher proportion of the disadvantaged pupils in this cohort achieve ARE.

In KS2:

- 85.7% of disadvantaged children were working at the expected standard or above in SPaG.
- 76.2% of disadvantaged children were working at the expected standard or above in reading.
- 76.2% of disadvantaged children were working at the expected standard or above in writing.
- 90.5% of disadvantaged children were working at the expected standard or above in maths.

All of our KS2 results have improved from the last academic year which reflects the positive impact that our Pupil Premium strategy has had on our older pupils.

Qualitatively, we have enjoyed successful outcomes in relation to our wider strategies to support pupils' wellbeing and mental health We have invested in many new wellbeing resources for pupils as well as calming spaces which are utilised daily these include wellbeing resources – fiddle toys, cosy corner, mirrors etc to support pupils to regulate their emotions and be ready to learn within our 'Regulation Stations' in each classroom. We have also invested in training more staff in the Thrive approach to support the pupils who need it the most.

We provide a range of wellbeing and emotional support for pupils for our vulnerable pupils such as: Rubies (self-esteem Y6 girls); Mind, school counsellors; Headstart.

Pupils and families also benefitted from subsidised school visits, including residential trips In Y6 to Castle Howard. We also provided a range of academic support, wellbeing support and enjoyable activities for our looked after pupils, including a wide range of after-school clubs. To support our families who are struggling we have provided school uniform to their children by providing a stock of clean, fresh uniform in school, including PE kit.

Our Attendance Lead has introduced new ways to help improve attendance and this will remain a focus next academic year. We also increased the hours of the attendance lead so they could spend more time looking at attendance at school. We have attendance rewards which are given to pupils in whole-school celebration assemblies and in classes every week. Stickers are also awarded by class teachers. The Attendance Lead liaises with the Attendance Welfare Officer who works across Steel River Academy Trust.

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
Accelerated Reader	Renaissance
Reading Plus	Dreambox Learning Inc.
White Rose Maths	White Rose Education
Times table Rockstar	Maths Circle
Spark computing	Spark Tees Valley
Kapow music	Kapow

Read Write Inc	Ruth Miskin

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)