

Pupil premium strategy statement: Viewley Hill Academy

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	290
Proportion (%) of pupil premium eligible pupils	62% overall 2% CIOC 52% FSM6 2% PLAC
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	1.12.2025
Date on which it will be reviewed	9.01.2026
Statement authorised by	Mrs Kate Barkley
Pupil premium lead	Mrs Sam Gardiner
Governor / Trustee lead	Mrs Gillian Dorman-Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£255,308.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£255,308.00

Part A: Pupil premium strategy plan

Statement of intent

The National Average percentage of children in receipt of Pupil Premium is **25%**

The percentage of Pupil Premium children at Viewley Hill Academy is **62%**.

At Viewley Hill Academy, we aim for every pupil, regardless of their start in life, to experience a broad, knowledge-rich and engaging curriculum. For those pupils who receive Pupil Premium funding (here noted as 'disadvantaged pupils'), we recognise that for many of them, early development milestones may not have been met; children frequently enter school at a very low baseline, often unable to communicate. Wider life experiences, which many children may take for granted, are unavailable to some of our pupils for a range of reasons. Through the Pupil Premium, we aim to ensure that there is no discernible difference between pupils leaving the academy who are disadvantaged and those who are not. To do this, we focus on 'closing the gap' through data-informed targeted learning support, cultural experiences, and a strong pastoral support offer. Many of our pupils need and deserve positive relationships and role-models with the adults they encounter at school. For a significant number, there are attachment disorder challenges, and the context of the school's catchment means that our pupils are particularly vulnerable, particularly to criminal exploitation.

Therefore, for children at Viewley Hill Academy, from Early Years to Year 6, academic success is not limited to learning in lessons. Many of our families live within the lowest 1% of the deprivation indices. We understand our context extremely well and ensure that, from the beginning of Early Years, we provide the core learning alongside essential nurture, wellbeing and wider learning experiences that our pupils need to thrive. The majority of our pupils have very limited life experiences and poor vocabulary and consequently, their understanding of the world is compromised. It is a fact that children in our context who qualify for Pupil Premium funding are also often the most deprived, whom we need to ensure make better than expected progress. This is because their starting points are frequently lower (sometimes very much lower) than that of their peers elsewhere who do not qualify for the funding. If these children do not make better than expected progress, then they are at risk of missing important milestones in their academic education. For this reason, wider strategies also form a significant part of our Pupil Premium spending. We regularly review and analyse the impact of our provision and make changes when we do not see benefits.

Like many schools with a higher than national level of pupil premium funding, we are faced with attendance challenges. We plan for our Pupil Premium pupils' attendance to be better than pupil premium funded children nationally and are working to close the gap on national 'other' pupils. Our relentless daily focus on good attendance and support for families is also a key part of our Pupil Premium strategy.

In order to address the challenges facing pupils in our community, our strategy in 2025-26 is focused on:

- Evidence-based strategies to support closing the gap between pupil premium and non-pupil premium pupils in core subjects
- Early intervention for children with low baselines
- Quality first teaching, including a programme of CPD, coaching and mentoring
- Targeted early interventions to help children 'keep up', rather than 'catch up'
- A strong pastoral offer, led by SLT, to address attendance, behavioural, social, emotional and mental health issues which impact on learning
- Improving pupil resilience and supporting good mental health in order to reduce absence and improve engagement with learning
- Maintaining positive relationships with parents and the wider community to promote the value of education and improve pupil attendance
- Provide cultural and social capital experiences as part of the curriculum, including a residential visit. These will be subsidised for pupil premium children to ensure equal opportunities for all pupils.
- PSA, AWO and SLT attendance support for families to monitor, intervene and improve school attendance, including persistent absenteeism.

Challenges

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

Challenge number	Detail of challenge
1	A very low baseline entry for disadvantaged pupils means extreme communication difficulties impacting on GLD, especially in communication and language and literacy, particularly word reading.
	There is a significant gap in attainment of GLD: Pupil Premium GLD was 39%, compared to National other, which was 72%
2	A lack of instant recall of secure number foundations; bonds and tables knowledge significantly affects performance in the MTC at year 4 for pupil premium recipients
	There is a significant gap between PP achievement of 25/25 in the multiplication check in Y4 and that of others nationally: PP 24%; National Other 34%
3	Significant mental health challenges presented by many vulnerable children and their families lead to complex issues, such as poor attendance and low levels of resilience
	There is a significant gap between Pupil Premium attainment of CRWM. 54% PP pupils achieved CRWM at expected standard, compared with 70% National Other
4	The influence of socially negative and criminal behaviours in the community on disadvantaged pupils within the Academy, particularly those in KS2, is significant, leading to disaffected learners, disruptive and challenging behaviours in some pupil premium pupils
	Pupil Premium children had a significant gap with National Other in some areas at the expected standard at the end of KS2: In GPS, it was 16%; In Maths, the gap was 13%; In Reading, it was 4% and in Writing, 1%. At the higher standard, the gap between school PP and National All was 5% GPS; 15% Reading; 8% Maths and 9% Writing.
5	A lack of social and cultural capital hugely impacts disadvantaged pupils in the context of the Academy. These opportunities have to be explicitly provided for pupils through curricular and extra-curricular possibilities.
	The majority of pupils in the school community have very limited life experience; social or cultural capital, which research proves has a significant impact on children's academic success and engagement in wider society as an adult (John Rees' cultural capital report)
6	Poor regard for the value of education in the community, high levels of criminality, unemployment, poverty and a lack of parental engagement in learning significantly impact disadvantaged pupils' aspirations for themselves.
	"Life chances of young people are significantly affected by childhood experiences of crime, harm, abuse, and victimisation, as well as engagement with the criminal justice system" (Centre for Young Lives report)
7.	Poor regard for the value of education in the community and a lack of parental engagement in learning is a risk to good attendance.

	Every opportunity is taken to engage with pupils' parents and work with them, but there is a gap between disadvantaged boys and disadvantaged girls' attendance of 1%. Whole school attendance in 2024-25 was 95%; Disadvantaged attendance was 94%. National Other attendance was 94.7%
8.	The impact of contextual community behaviour (stabbings; drugs raids etc) has a significant impact on the level of challenging behaviour seen in school in some pupil premium pupils, requiring a considerable level of staff involvement in pupil regulation with vulnerable pupils.
	PSA is initial point of contact, with strong pastoral support for pupils from all staff. 'Frequently, a failure to intervene, or to support children and families when they need help in the early years, can see problems escalate and lead to crisis during the teenage years' (Child of the North crime justice report)

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
1. Improve oral language, phoneme pronunciation and gpc recognition in Reception	PP GLD in word reading improves by 5% in the year 2025-26
2. Improve recall of times tables facts and related number facts in LKS2	PP average score in MTC (20.3) improves to be in line with National other (21.3) PP achievement of 25/25 in MTC improves by 5% in the year 2025-26
3. Improve children's readiness to learn through removing barriers to attainment	Identified PP children access bespoke therapy and engage fully in learning in order to make at least expected progress
	5% reduction in incidents of identified children in crisis through engagement with ELSA and Headstart
	Pupils affected by community issues are supported to continue their learning with minimal interruption. 100% pupils feel safe in school.
4. Reduce asymmetric data to improve Pupil Premium outcomes at the end of KS2 by 5%	PP CRWM is at least 59% at the end of KS2.
5. i) The impact of poor behaviour on the learning of others is minimised	Pastoral-led behaviour support staff address issues quickly and minimise time lost to disruption. 5% fewer lessons are interrupted.
ii) Disadvantaged pupils close the gap with National Other in Maths and Writing by 5%	Targeted learning intervention, monitored by SLT, to improve attainment of pupils at risk of not meeting expected standard
6. Pupils access at least 4 experiences during the year 2025 – 26 which build social and cultural capital	Pupils experience at least 4 cultural performances; educational visits and wider curriculum opportunities and engage with

	historically significant events throughout the year
7. Pupils engage with external agencies to develop a sense of aspirational careers opportunities and learn about role-models	Engagement in the Positive Footprints programme: Pupil Voice at UKS2 demonstrates a 5% increase in Pupil awareness of careers and 5% improvement in pupil aspiration.
8. Maintain success in PP attendance for academic year 2025-26. Close gap between PP boys' and girls' attendance.	PP boys' attendance is in line with PP girls' attendance and percentage of sessions missed is in line with PP girls' data.

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: **£ 148,932**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Daily Fact Fluency in KS2</i>	<i>Improving Mathematics at Key Stages 2 and 3</i> guidance report – EEF Toolkit EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf	2, 4
<i>Use of Times Tables Rockstars app</i>	Collaborative learning approaches – EEF Toolkit Collaborative learning approaches EEF	2, 4
<i>Discrete teaching of Reading in addition to daily English lesson</i>	Reading Comprehension Strategies – EEF Toolkit Reading comprehension strategies EEF	4
<i>NELI training for EYs staff</i>	Communication and language approaches – EEF Early Years Toolkit Early Years EEF	1
<i>Little Wandle Live training for EYs and KS1 staff</i>	Early Literacy Guidance Report – EEF Toolkit EEF Early Literacy Effective Professional Development – EEF Toolkit Effective Professional Development EEF	1

<i>Seesaw CPD for Staff to engage learners with technology</i>	Effective Professional Development – EEF Toolkit Effective Professional Development EEF	2, 5, 6, 7, 8
<i>Staff CPD in emotional regulation</i>	Effective Professional Development – EEF Toolkit Effective Professional Development EEF	2, 4, 6, 7, 8

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

Budgeted cost: **£20,861**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NELI assessment to identify target pupils for intervention</i>	<i>Nuffield Early Language Intervention</i> , through OxEdandassessment, DfE-funded programme Home Nuffield Early Language Intervention (NELI)	1
<i>Targeted multiplication interventions in Y4</i>	Feedback – EEF Toolkit Feedback EEF Teaching Assistant interventions – EEF Toolkit Teaching Assistant Interventions EEF	2, 4
<i>Use of peer tutoring for fact fluency in KS2</i>	Peer Tutoring - EEF Toolkit Peer tutoring EEF	2, 4
<i>Structured same-day interventions for pupils throughout school</i>	Feedback – EEF Toolkit Feedback EEF Teaching Assistant interventions – EEF Toolkit Teaching Assistant Interventions EEF	4, 6
<i>Use BLAST programme daily in Early Years</i>	Oral Language Interventions – EEF Toolkit Oral language interventions EEF	1
	Communication and language approaches – EEF Early Years Toolkit Communication and language approaches EEF	1

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

Budgeted cost: **£151,333**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Behaviour support to minimise disruption to other learners</i>	Behaviour interventions – EEF Toolkit Behaviour interventions EEF	4
<i>Provide informal, social opportunities to engage parents</i>	Parental Engagement – EEF Toolkit Parental engagement EEF	6
<i>Therapy provided for PP pupils with mental health and wellbeing needs impacting on learning</i>	Behaviour interventions – EEF Toolkit Behaviour interventions EEF Metacognition and self-regulation – EEF Toolkit Metacognition and self-regulation EEF Social and emotional learning – EEF Toolkit Social and emotional learning EEF	3, 4, 6
<i>Attendance officer support for monitoring and improving attendance</i>	Gov.uk The Education Hub blog Why is school attendance so important and what are the risks of missing a day? – The Education Hub	7
<i>PSA supports parents to promote good attendance</i>	Parental Engagement – EEF Toolkit Parental engagement EEF	7
<i>Train Opal Leaders to engage pupils in positive outdoor experiences</i>	Collaborative Learning Approaches – EEF Toolkit Collaborative learning approaches EEF	4, 5

Total budgeted cost: £ 321,126

Viewley Hill recognises that this exceeds the total value of Pupil Premium funding allocated to the academy, but believe that the additional costs, which are met through school funding, are essential in providing the best opportunities to our pupils to close the attainment and social gaps.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils: 2024-25

• BARRIERS TO ATTAINMENT for PP pupils		Academic Year 2024-25
• A very high proportion of the Academy's pupils are vulnerable		
• Very low starting points of many vulnerable pupils, making more progress than non-vulnerable pupils through the academy necessary in Phonics, Writing and Number Fluency		
• Significant mental health challenges presented by many vulnerable children and their families, leading to complex issues		
• A lack of resilience in vulnerable children, requiring bespoke curriculum provision		
• The influence of socially negative and criminal behaviours in the community on vulnerable pupils within the Academy, particularly those in KS2		
• A lack of cultural capital hugely impacts all pupils in the context of the Academy. This has to be explicitly provided for pupils through curriculum opportunities.		
• Poor regard for the value of education in the community		
• Persistent absenteeism of vulnerable pupils		
• INTENTIONS		
Intended Outcomes		Success Criteria
1.	Vulnerable pupils access the same opportunities as non-vulnerable pupils.	All pupils access an aspirational curriculum. Vulnerable pupils access a broad curriculum offer, including after-school clubs provision, which is at least 60% vulnerable pupils. Some after-school clubs provided for 100% Pupil Premium pupils. The average PP attendance at clubs for 2024- 2025 was 71% (see clubs analysis)
2.	Additional intervention and 'keep up' support enables vulnerable pupils with low baselines to make better progress than non-vulnerable pupils	'Keep Up' interventions enable 75% pupils to make expected progress from their starting points. KS2 Nurture Group was a positive example of where this worked well; however, improved AfL is needed throughout KS2 to ensure that the correct pupils are identified and intervention is effectively deployed. Interventions need to happen regularly, without disruption from dysregulated pupil behaviour. (CPOMS evidence) Regular Pupil Progress meeting focus particularly on Pupil Premium for 2025 – 26.
3.	Pastoral support for vulnerable children and their families enables full engagement in school life and diminishes the impact of mental health issues on learning.	Target pupils access mental health and therapy support. 80% target pupils make expected progress from their starting points. Mental health, wellbeing and therapeutic solutions used widely to support learners throughout school. Most learners were

		supported to remain in classes and learn. 2 transferred to AP. 66% made expected progress. (In-year pupil performance data)
4.	Development of character curriculum and bespoke resilience-based learning improves pupil resilience for learning through engagement with the Commando Joe programme.	Engagement in 'missions' improves individual resilience in KS2. 5% reduction in the number of CPOMS entries requiring adult intervention. Commando Joe's employee was unreliable and had ineffective behaviour management. Unsuccessful strategy was terminated before the end of the 2024-25 school year.
5.	Behaviour support and early intervention with vulnerable pupils at risk of CCE enables pupils to remain in education.	5 particularly vulnerable pupils at risk of suspension or managed move remained in school. 80% of these pupils remained in school; 2 on a temporary part-time timetable during the Summer Term. (CPOMS entry)
6.	Explicit experiences to build cultural capital are a non-negotiable element of the school's curriculum offer.	Each cohort accesses 6 curriculum-based experiences throughout the year. Among others, pupils experienced visits to Stockton central mosque, Saltholme, the Centre for Life in Newcastle, local churches, Kirkleatham, Virtual reality biology, Eden Camp as well as a residential at Carlton Outdoor Education Centre.
7.	PSA and community liaison staff facilitate positive relationships with families and promote the importance of good attendance and engagement with school in particular and education in general.	Engagement of key families improves: 70% key families attend Spring Parent Consultations. 80% attendance recorded. Support provided for target families in being directed towards relevant community agencies – support accessed by 70% of families. Target families access support - 95% of target families accessed Early Help or other support following school referral. Early Help support was also refused. 3 x coffee mornings engage vulnerable families -attendance increases by 50% Attendance by summer term meeting was an increase of 80%
8.	Dedicated attendance staff, overseen by SLT, make daily checks by 9:30am and follow-up all absence. Home visits are part of daily attendance staff routine to determine and address barriers to good attendance.	Attendance of vulnerable pupils is in line with National non-Pupil Premium attendance. VHA PP = 94% National PP = 89.4%

		National All = 94.8%			
• PLANNED EXPENDITURE					
Quality of Teaching					
Intended Outcome	Action	Rationale	Evaluation	Lead	Date of Review
i	Member of SLT provides additional teaching and learning capacity in KS1 and KS2.	EEF – Effective Professional Development EEF – Small Group tuition	SLT provided a model for AfL and classroom practice. SLT teaching groups also enabled focus on key marginal children, which impacted positively on cohort outcomes Intensive tuition involving borderline and target pupils in Years 5 and 6 (85% of them Pupil Premium) and significant support for vulnerable EBSA pupil and pupils with specific academic or learning needs eg: JB, DM, AFK, DP, AM, SR enabled teaching groups to have minimal disruption and for borderline learners to catch-up with peers.	DHT AHT	10.07.25
ii	SLT members in the classroom provide coaching and mentoring for colleagues.	EEF: Mentoring and Coaching of Teachers	Team leaders, new staff and ECT staff were supported in planning, classroom management, use of assessment and professional coaching. As a result, outcomes in both teaching groups were improved.	DHT AHT	10.07.25
iii	DHT and subject leads refining a broad and balanced, knowledge-	EEF – developing high quality	Curriculum design is now based on high-quality research,	DHT	30.06.25

	based curriculum that responds to the needs of pupils	teaching and assessment	providing substantive knowledge and disciplinary skills across the wider curriculum and promotes elements of mastery learning, peer tutoring and collaborative learning – recognised EEF strategies for improving outcomes. Pupil voice in the summer term informed that new curriculum learning was well-received and pupils knew and could remember more.	Subject leads LET support: VPatton	
iv	Staff CPD focussed on Little Wandle phonics programme	EEF – effective professional development	Staff undertook visits to beacon schools, received training from LET Trust Phonics lead and implemented new strategies alongside Little Wandle guidelines. Phonics outcomes remain strong (85%) at the end of KS1, despite poorer GLD on entry to Y1. (49%)		10.07.25
v	CPD for staff including KS1 Writing; KS2 Reading and TA-led support programmes for Maths and Handwriting; Whole Staff CPD in Maths Fluency	EEF – effective professional development	External providers, visits to other schools in the Trust, high-quality external CPD alongside in-house moderation and CPD facilitated significant impact on pupil outcomes in MTC at Y4, Writing and improving Maths fluency across school. Staff response was very positive, making meaningful changes to teaching and learning.	LET External providers All Teachers All TAs	10.07.25

Targeted Support					
Intended Outcome	Action	Rationale	Evaluation	Lead	Date of Review
i	Teaching Assistants facilitate targeted interventions and support teaching and learning in class	EEF – one-to-one and small group tuition	Y6 Booster group and additional Y5/6 groupings provided tailored support for catch-up and most able pupils, particularly in writing. MTC intervention was very successful and helped to raise average score from 18 to 21. Phonics additional support contributed to continued success from low baseline.	HT Team Leaders	10.07.25
ii	Teaching Assistants provide one-to-one reading support	EEF – one-to-one and small group tuition	Vulnerable pupils, not supported to read at home, were heard to read at least 3 x weekly in KS1 until new Phonics reading groups were established.	Class Teachers	16.07.25
iii	Technology enables pupils to access targeted programmes which support core learning, eg: TT Rockstarz; Accelerated Reader	EEF – Using digital technology to improve learning	'TT Rockstars' used effectively with MTC intervention; AR no longer being used. Lack of technology hardware and reliability of IT support have been barriers to achieving this target	HT LET Class Teachers	10.07.25
iv	Additional staff facilitates small group phonics teaching	EEF – one-to-one and small group tuition	Catch-up programme for phonics particularly successful for children with low attainment on entry to Y1. MTC and Y6 Booster groups had positive impact on children's outcomes.	HT SLT Team Leaders	10.07.25

v	Educational Psychologist works with children and families of pupils who are vulnerable with SEND	EEF – Targeted interventions and resources to meet the needs of disadvantaged pupils with SEND	Analysis of areas of need helped support teachers in providing appropriate learning. Parents were supported in understanding their children's learning needs and characteristics. This facilitated good communication between home and school and led to the implementation of quality SEND plans.	HT SENDCo	10.07.25
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Additional Approaches

Intended Outcome	Action	Rationale	Evaluation	Lead	Date of Review
i	Attendance Officer provides additional attendance support for families – Education 5	EEF – supporting attendance	Attendance remains a high priority for school, with all pupils aware of school internal target of 96%. School and class attendance is discussed with the children weekly during celebration assembly. Reward incentives offered to classes with sustained attendance of 96%+ AHT maintained attendance as a key priority and oversaw daily contact with families where children were at risk of PA. Pupils not seen by staff in consecutive days are visited by pastoral team. 'Education 5' support staff had no significant impact, so agreement has been re-negotiated for 25-	AHT Education 5	15.07.25

			26 with different personnel.		
ii	PSA promotes improved family engagement	EEF – working with parents to support children’s learning EEF – communicating with and supporting parents	Many families supported by PSA to access Early Help and community support to remove barriers to engagement. Daily attendance monitoring and support provided early intervention for absence and daily home visits were undertaken by PSA and AHT, fostering a supportive relationship. Family engagement is good, with increased numbers attending family events, eg: summer fair, Christmas Fair, ‘Meet the teacher’ and ‘Read with me’ events and parent consultations.	AHT PSA	10.07.25
ii	CATS therapist supports vulnerable pupils with SEMH needs	EEF – supporting pupils’ social, emotional and behavioural needs	Therapy provided overwhelmingly to disadvantaged pupils. Family engagement in 100% of instances; pupil engagement in 93%. Pupils are supported in emotional-based issues which may be a barrier to learning and/or engagement in school. 93% successful transition out of therapy.	HT AHT CATS: M. Pederson	10.07.25
iii	ELSA Teaching Assistant provides bespoke SEMH programme with target pupils	EEF – supporting pupils’ social, emotional and behavioural needs	Added capacity to staff behaviour management support in addition to targeted ELSA support. Nature of cohort of children in Y6 meant that much	AHT ELSA: S. Stitchell	10.07.25

			ELSA time was used in defusing tension, arguments, physical aggression etc and providing an outlet to children with challenging behaviour which then enabled the rest of the cohort to continue to learn.		
iv	AHT leads Pastoral Team ensuring pupils receive the right support from school and external agencies	EEF – supporting pupils’ social, emotional and behavioural needs	Very successful strategy, enabling Pastoral Team meetings weekly and consistent messages to be given to pupils. Liaised with external agencies to provide counselling and support through Headstart, Early Help, Inside Out, CAFCAS and the Headlight Project as well as RT MAT, where 3 pupils are dual-registered. Supported families and pupils access the most appropriate support in times of need.	HT AHT	10.07.25
v	Breakfast Club is funded for vulnerable pupils and improves punctuality	EEF Breakfast clubs and meal provision	This academic year, 85 pupils (42% PP) regularly attended Breakfast Club, enabling working parents to have wraparound care; disadvantaged pupils to be targeted for support and pupils to have a healthy breakfast which may not otherwise occur.	HT Breakfast Club lead S. Cook	10.07.25
vi	After-school clubs are run by staff for consistency of expectation	EEF - Extra-curricular activities	VHA staff ran a range of clubs, providing for 76% disadvantaged pupils, including First Aid, Craft Club,	DHT Club providers	10.07.25

			Drawing Club, Geography Club, Recorders, Film and Lego Clubs and various sporting clubs. Every club was over-subscribed each term, demonstrating the need in the community for extra-curricular opportunities.		
vii	Specialist Music Teachers provide extra-curricular opportunities, including choir	EEF – Extra-curricular activities	Music tuition weekly for all pupils from Nursery to Y6, including termly performances to parents and external events, such as singing at events and the choir participating in a Trust operatic event, contributing to pupils' cultural capital.	HT E. Sheraton A. Gibson	10.07.25
viii	Commando Joe programme targets improved pupil resilience	EEF – Extra-curricular activities	The aim – with all pupils from Reception to Y6 – of working with the Commando Joe's personnel to face weekly physical and mental challenges and develop greater resilience was pertinent. However, the reality of the service provided was less than we had hoped. Repeated absence, changes of personnel and ineffective behaviour management meant that pupils did not engage as we had hoped and the programme's aims were not achieved.	HT	10.07.25

ix	Subsidised Educational Visits for vulnerable pupils	EEF – extra-curricular activities	100% of disadvantaged pupils received subsidised educational visits, meaning no pupil was excluded from broader curriculum opportunities due to financial reasons. Pupils engaged in a wide range of visits, designed to extend learning beyond the classroom and develop greater cultural capital, such as visiting the mosque and church, attending residential visits, visiting the Life Centre in Newcastle and experiencing Virtual Reality learning through VR headsets.	HT Team Leaders	10.07.25
x	Positive Footprints Programme supports pupils in raising awareness of careers and promotes the value of education.	EEF - extra-curricular activities	Aimed at Y5 and Y6 pupils, with the highest disadvantaged proportion of pupils in school, the children took part in activities designed to promote awareness of careers and career aspirations. Aspirational figures from social media, sport and business were introduced to the pupils through video conferencing and online learning.	HT DHT Character curriculum lead	10.07.25
			Total budgeted cost: £285, 398		

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
Bespoke 1:1 therapy	CATS – Child and Adolescent Therapy Solutions
Character Education Programme	Commando Joe's

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>
No pupils were eligible for Service Pupil Premium in the academic year 2024 - 25.
The impact of that spending on service pupil premium eligible pupils