

# Pupil premium strategy statement – Middleton-In-Teesdale

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	74
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2025 – 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2027
Statement authorised by	C Harris
Pupil premium lead	K Garnett
Governor / Trustee lead	J Ward

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£26,470</b>

# Part A: Pupil premium strategy plan

## Statement of intent

As a school and a Trust, we are committed to ensuring that every child experiences excellence every day. This means providing consistently high-quality teaching, nurturing environments, and opportunities that enable all pupils - especially those from disadvantaged backgrounds - to thrive academically, socially, and emotionally.

At Middleton-in-Teesdale, our aim is to ensure that every disadvantaged pupil will achieve at least as well as their peers and have every opportunity to excel. It is vital that we support our pupils in all areas of their education and their mental health and wellbeing to enable them to fully engage in learning.

Some disadvantaged pupils face many and complex barriers during their education which makes effective learning very difficult. Other pupils have very specific needs and still others, have few barriers at all. Below are some of the main difficulties faced, although it must also be said that the difficulties encountered are not unique to those who are disadvantaged.

Through careful evaluation of the academic and pastoral needs of disadvantaged children, this pupil premium strategy looks to ensure that we break down any barriers to disadvantaged children thriving in school and achieving their potential.

Common barriers to learning for disadvantaged pupils include: complex family situations, weak language and communication skills, fewer opportunities to read books, fewer resources to help with learning (e.g. laptop / internet access), lack of confidence, more frequent behaviour difficulties and attendance and punctuality concerns. Some pupils have struggled with their physical and mental well-being. Some pupils have limited opportunities to experience cultural trips and visits. Some have fewer opportunities to learn about the wide range of opportunities once they leave school for higher education and employment. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- to narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- to support our children's health and wellbeing to enable them to access learning at an appropriate level
- to experience a wealth of enrichment experiences to widen their horizons and unlock future opportunities.

We aim to do this through:

- ensuring that teaching and learning opportunities meet the needs of all the pupils
- ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed through additional targeted teaching and support
- a clear focus on increasing the resilience of pupils, building their self-esteem and also enabling them to develop those skills that will enable them to learn effectively in the classroom environment

<ul style="list-style-type: none"> <li>• instilling high aspirations for all pupils so that they are able to experience, first-hand, the wide range of opportunities available to them</li> <li>• ensuring enrichment programmes are accessed by all, providing financial support to enable pupils to participate</li> <li>• providing opportunities for pupil to develop good oracy skill through a range of opportunities within the classroom, as part of a leadership group, in assemblies and in presenting to a wider audience</li> <li>• for all pupils, careers visits are planned into their learning programs so that they are able to experience, first-hand, the wide range of opportunities available to them</li> <li>• enrichment programmes – beyond the curriculum including singing club, gardening club and art club</li> <li>• school trips / theatre visits / residential visits/ visitors to school – financial support is provided to enable pupils to participate. These will have a focus on raising aspirations and widening experience</li> <li>• Sports Coach - works with all pupils to provide coaching in a range of sports over three lunchtimes and after-school two nights per week to ensure that pupils engage with sports (few facilities anywhere in local area)</li> <li>• sport: access to enrichment through sport with financial support to provide access and equipment</li> <li>• music: provision of instrument-based tuition (guitar lessons).</li> </ul>
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## Challenges

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

Challenge number	Detail of challenge
1	Some pupils face challenges in their lives and have social, emotional and mental health needs that prevent them from learning.
2	Some pupils need additional adult support to support their personal, social and emotional development because they have low expectations and low levels of resilience.
3	Some pupils have low levels of literacy and numeracy which impedes their learning and their confidence.
4	Some do not participate regularly in sports and need proactive, individual support in order to overcome barriers.
5	Some pupils need additional support to develop as confident speakers who are able to express themselves clearly and with an appropriate range of vocabulary for their age.
6	Some pupils need to experience a wealth of enrichment experiences in order to widen their horizons and unlock future opportunities.

## 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
Pupils make at least expected progress in reading, writing and mathematics.	<p>High quality teaching is consistent and ensures pupils achieve their very best.</p> <p>The attainment gap between disadvantaged and non-disadvantaged pupils narrows in reading, writing and mathematics across all key stages.</p> <p>Internal tracking and end-of-key-stage outcomes show improved attainment for disadvantaged pupils, from their starting points.</p>
Improved language and communication skills across all key stages.	<p>Assessments and teacher observations show improved vocabulary acquisition and oral fluency across all year groups.</p> <p>Pupils show confident use of ambitious vocabulary in speaking and writing.</p> <p>EYFS communication and language outcomes improve year-on-year, with a higher proportion of pupils meeting age-related expectations.</p>
Increased engagement, resilience and independence in learning.	<p>Pupil voice, work scrutiny and behaviour data show that disadvantaged pupils have greater confidence, perseverance and independence in their learning.</p> <p>Pupils increasingly self-regulate and take risks without fear of failure.</p> <p>Reliance on adult support in class reduces as pupils develop metacognitive strategies and learning independence.</p>
Improved attendance and punctuality.	<p>Strategies are in place to support individual pupils and their families.</p> <p>Attendance for disadvantaged pupils is at least in line with the whole-school and national averages and shows improvement year-on-year.</p> <p>Persistent absence among disadvantaged pupils reduces through targeted intervention, early identification of barriers, and proactive family engagement.</p> <p>Punctuality improves, with fewer late arrivals impacting learning time.</p>
Strong emotional wellbeing and positive behaviour.	<p>Disadvantaged pupils display improved emotional regulation and positive behaviour in class.</p> <p>Fewer pupils require ongoing pastoral or behavioural intervention as preventative and</p>

	early-intervention approaches are effective. Pupil voice, wellbeing assessments and staff observations show improved confidence, self-esteem and readiness to engage with learning for those receiving pastoral support.
Greater participation in enrichment and wider curriculum opportunities.	Disadvantaged pupils participate in clubs, educational visits, music tuition, sports and leadership opportunities at rates comparable to or exceeding their non-disadvantaged peers, tracked through participation records. Financial barriers are removed to ensure equal access. Pupils articulate increased confidence, aspiration and cultural awareness as a result of enrichment experiences, evidenced through pupil voice and class discussions.
Raised aspirations and awareness of future opportunities.	Pupils articulate clear goals and ambitions for their future, understanding the pathways into secondary education, further learning and careers. Disadvantaged pupils access careers visits, role model encounters and enrichment that broaden their horizons and challenge stereotypes. Pupil voice, PSHE assessments and discussions with staff show increased confidence in their ability to succeed and an awareness of opportunities available to them.

## 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: £19,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional development for all staff so that outstanding practice is maintained in all classrooms.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD  Sutton Trust – quality first teaching has direct impact on student outcomes.	1, 3, 4
Deepen teacher's understanding of pedagogy across each	EEF: Effective Professional	3, 4

<p>curriculum by engagement with subject specialists in their field.</p> <p>Visits to a main feeder secondary to observe Y7/8 pupils from Middleton -in- Teesdale Academy, following transition, will be undertaken to enhance teacher's understanding of how knowledge builds in readiness for the next key stage and make amendments as needed to the curriculum.</p>	<p>Development</p> <p>EEF: Teaching and Learning Toolkit</p> <p>Ofsted: Curriculum research reviews</p>	
<p>Training to improve vocabulary acquisition across the curriculum even further, so that pupils are able to access the full curriculum and articulate their understanding.</p> <p>Training to close the deficit in vocabulary on entry in the Early Years so that children's</p>	<p>EEF: Preparing for Literacy</p> <p>EEF: Improving Literacy - Supporting oral language development KS1/KS2</p>	2, 3, 4
<p>Provision and deployment of teaching assistants appropriately is essential to supporting learning 'in the moment' and being able to respond to pupils who need additional support to keep up and catch up.</p>	<p>EEF: Making Best Use of Teaching Assistants</p>	1, 2, 3, 5, 6
<p>Gaps in maths and English identified by teaching staff. Maths and English tuition leads plan for bespoke intervention to enable pupils to catch up on earlier work that is missed or poorly</p>	<p>EEF: Teaching and Learning Toolkit - One to one tuition &amp; Small Group Tuition</p>	1, 3, 5

understood, due to the pandemic. Deliver series of lessons (1-1 or small group) to enable pupils to consolidate insecure learning and catch up with the schemes of learning.		
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £1,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral teams to support pupils who struggle to manage their emotions including provision of personal intervention programmes.	EEF: Teaching and Learning Toolkit – Learning behaviours EEF: Improving Behaviour in Schools	1, 2, 3, 6
To provide the pastoral support to pupils who need additional help, including those who face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning well (this includes support for those who have experienced bereavement).	EEF: Improving Social and Emotional Learning in Primary Schools EEF: Guide to the pupil premium EEF: Healthy Minds DFE: Promoting and supporting mental health and wellbeing in schools and colleges	1, 2, 3, 6

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

Budgeted cost: £5,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum programmes</p> <p>Identified children receive 1:1 support or intervention within smaller groups. These programmes include TTRS, Spelling Shed and RWI. For some pupils this is planned on a regular basis and for others, it is managed by each teacher in conjunction with the SENDCO / DSL, according to needs as they arise during the year.</p> <p>Specific reading resources are purchased for pupils so they can enjoy a wide range of reading literature.</p>	<p>EEF: Teaching and Learning Toolkit</p> <p>Ofsted: Curriculum research reviews</p>	<p>2, 4</p>
<p>High aspirations</p> <p>Careers visits are planned into their learning programs so that they can experience, first-hand, the wide range of opportunities available to them. This also develops and understanding of the requirements to enter different career routes.</p> <p>Sports coaches work with the children as both role models and to improve skill and fitness in sport.</p> <p>Visits by authors and illustrators engage and</p>	<p>EEF: Healthy Minds</p>	<p>3, 5, 6</p>



inspire pupils to create, read, write and draw.		
<p>Enrichment programmes</p> <p>School trips, visits and visitors to the school enable pupil access to high quality</p>	<p>EEF: Guide to the pupil premium</p> <p>EEF: Healthy Minds</p>	3, 5, 6,
<p>Curriculum enhancements.</p> <p>Enrichment activities also allow pupils to access a choir, music tuition and a wide range reading resource.</p> <p>A sports coach provides coaching in a range of sports some at lunchtime and afterschool to ensure that pupils engage with sports.</p> <p>Music tuition is also subsidised to ensure access for all pupils.</p>		
<p>Uniform subsidies</p> <p>Families offered uniform subsidies for the new uniform throughout the year.</p>	EEF: Guide to the pupil premium	1

**Total budgeted cost: £26,470**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils (2024–2025)

Disadvantaged pupils at Middleton-in-Teesdale Academy made progress across the curriculum. Outcomes were assessed through statutory end-of-key stage assessments and internal summative and formative assessment throughout the year.

#### Key Stage 2 outcomes

Given the very small cohort size, outcomes are reported descriptively rather than through trend or gap measures. Four disadvantaged pupils were in Year 6, all of whom made progress from their individual starting points.

Reading was the strongest area, with half of disadvantaged pupils achieving the expected standard. Reading will continue to be strengthened through daily interventions and regular fluency practice.

In writing, all pupils showed progress in coherence, vocabulary and sentence construction through the Trust's structured approach to teaching of grammar, punctuation and vocabulary.

Mathematics remains the key priority. White Rose Maths is embedded from Reception to Year 6 using a concrete-pictorial-abstract approach. This will further be supported by pre-teaching sessions and same-day keep-up sessions.

#### Early Years and Key Stage 1

Speech and language delay is a barrier for some disadvantaged pupils on entry. The NELI Speech and Language Programme enables early identification and targeted intervention. Systematic phonics teaching through Read Write Inc, daily keep-up sessions, and focused vocabulary ensure pupils at risk of falling behind receive rapid support.

The impact is clear: disadvantaged pupils achieved the expected standard in the Year 1 phonics screening check with a strong average score of 36.5. This reflects effective early reading provision and consistent, high-quality phonics teaching supported by regular staff CPD.

#### Wider outcomes

Attendance was identified as a potential barrier. The school has worked proactively with families through early intervention and pastoral support. As a result, attendance for disadvantaged pupils is strong.

Financial assistance removed cost as a barrier to enrichment. All disadvantaged pupils accessed educational visits, residential trips, guitar tuition, theatre experiences and

sporting activities. Pupil voice confirmed that these experiences increased confidence, broadened aspirations and strengthened their sense of belonging. Disadvantaged pupils participated fully in leadership roles, sports competitions and performances.

First News subscriptions supported reading for pleasure and developed oracy skills and cultural awareness through discussion of current affairs.

## 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
First News	First Group
Accelerated Reader	Renaissance Learning