

Pupil premium strategy statement – Teesdale School and Sixth Form

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	120
Proportion (%) of pupil premium eligible pupils	17.5%
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)	3
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	H Zaheer
Pupil premium lead	S Henderson
Governor / Trustee lead	L Haggis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,000
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£144,770

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.

Teesdale School and Sixth Form is working to support disadvantaged pupils in all areas of their education from the moment that they arrive in school. Our aim is that every disadvantaged pupil will achieve at least as well as their peers, have every opportunity to excel and be fully prepared for the next stage in their education and future employment. It is vital that we support our pupils' physical and mental health and wellbeing to enable them to fully engage in learning. Pupils need to experience a wealth of enrichment experiences to widen their horizons and unlock future opportunities.

Some disadvantaged pupils face many and complex barriers during their education which make effective learning very difficult. Other pupils have very specific, individual 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. We aim to meet and support pupils at their point of need, wherever possible and feasible.

Common barriers to learning for disadvantaged pupils include less support at home, especially during the pandemic, weak language and communication skills, fewer opportunities to read books, fewer resources to help with learning (e.g. text books / 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 and this has been exacerbated as a result of the pandemic. There may be complex family situations that prevent children from flourishing. 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".

Pupil Premium and Recovery Premium Funding contribute to the work of the school in meeting the needs of disadvantaged pupils by:

- ensuring that teaching and learning opportunities meet the needs of all the pupils
- ensuring that all pupils benefit from high quality teaching in the classroom
- ensure all pupils have a place to study in school where they can access adult support, class texts and the internet - offering tuition in small groups or 1 to 1 where there is identified need
- developing the resilience of pupils, building their self-esteem and enabling them to develop the skills that will enable them to learn effectively in the classroom environment
- providing therapeutic intervention where needed through the use of personal intervention programmes and counselling where appropriate
- working closely with pupils who need additional support to manage their behaviour
- working with pupils and their families to identify the causes of attendance concern and support good attendance

- ensuring pupils have every opportunity to access enrichment programmes
- ensuring pupils receive high quality careers information, advice and guidance so that they have high aspirations for themselves and for their future
- ensuring pupils personal development is well supported and that they are ready for post-16 education/training/employment
- meeting individual needs wherever possible and feasible.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data indicates that some disadvantaged pupils struggle to attend regularly, some are often late, and some are persistently absent. Disadvantaged pupils have a higher rate of absenteeism compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	KS2 entry data and KS3 assessments show that some disadvantaged pupils arrive with low levels of numeracy which impedes their learning and their confidence in a higher proportion to that of their peers. Our assessment data also shows that the attainment of disadvantaged pupils in maths GCSE is lower than that of their peers. School assessments and teacher observations suggest that many disadvantaged pupils particularly struggle with problem solving tasks and that following the pandemic there are knowledge gaps resulting in disadvantaged students falling further behind.
3	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension and literacy than peers. This impacts their progress in all subjects.
4	Discussions with our pastoral team, pupils and families suggest some disadvantaged pupils struggle with the increased complexity of organisation within a secondary environment and the ability to have good executive function skills.
5	Our data suggests that disadvantaged pupils lack the ability to complete independent learning to the same level as their peers. Discussions with parents and carers suggest a higher proportion of disadvantaged pupils have struggles with access to digital resources which impacts the pupils' ability to progress in all subjects.
6	Discussions with all pupils indicate that disadvantaged pupils have a lack of extracurricular experiences compared to their peers. 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
Improve attendance for disadvantaged pupils, to reduce the gap with whole school and national averages for PP and non-PP.	<ul style="list-style-type: none"> Implement weekly attendance monitoring for persistent absentees and ensure professional development of staff so they are aware of the impact attendance has on attainment Increased home engagement regarding attendance via strong communication links Support plans created for persistent absentees to enable barriers to attendance to be tackled Incentives and rewards offered for recognition of improved attendance
Address gaps in numeracy, problem-solving and reasoning skills to improve attainment in Maths at KS3 and GCSE for disadvantaged pupils.	<ul style="list-style-type: none"> Improved numeracy skills at KS3 for disadvantaged students evidenced in assessments Targeted numeracy support for pupils at KS3 with low numeracy skills Increased reasoning and problem solving embedded in lessons Reduction in the gap between disadvantaged and non-disadvantaged students in GCSE Maths results
Reduce the difference in literacy ability of disadvantaged pupils and their peers by improving reading comprehension of disadvantaged pupils across KS3.	<ul style="list-style-type: none"> Established reading programme at KS3 to increase exposure to reading and increase confidence Implement targeted KS3 support for pupils identified with low reading comprehension Reading comprehension tests to demonstrate an improvement in comprehension skills
Improve organisational and executive functioning skills among disadvantaged pupils across all subjects.	<ul style="list-style-type: none"> Pupils able to explain and use structured academic techniques successfully Pastoral reports and class observations to show disadvantaged pupils are more able to monitor and regulate their own learning.
Increase the completion rate of independent learning tasks for disadvantaged pupils by improving access to all resources.	<ul style="list-style-type: none"> Improved communication with home on how to access all resources available

	<ul style="list-style-type: none"> Increased attendance at independent learning support sessions Improved homework completion rates across all subjects
Increased engagement in extra-curricular activities for all disadvantaged pupils.	<ul style="list-style-type: none"> Termly monitoring of engagement in extra-curricular activities An increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional development for all staff to secure high quality teaching strategies underpinned by 'Back to Basics', metacognitive strategies, planning for interleaving and retrieval practice and grounded through a rich knowledge-based curriculum.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD EEF guide to improving working memory EEF: Metacognition and Self-Regulated Learning	2,3,5
Staffing costs to provide coaching, support and lead professional development.	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.	1,4,5
Deepen teacher's understanding of pedagogy across each curriculum area by engagement with subject specialists in their field.	EEF: Effective Professional Development EEF: Teaching and Learning Toolkit Ofsted: Subject Curriculum research reviews	2,3
Staff training to improve tier 2/3 vocabulary acquisition across the curriculum so that pupils are able to access the full curriculum and articulate their understanding.	EEF: Preparing for Literacy EEF: Improving Literacy in Secondary Schools	3

Learning resources: Expenditure on textbooks, revision guides and training to support bespoke subjects Expenditure on development and maintenance of online learning platforms for pupils to support learning (POD/Teams/EASI/OneDrive/SharePoint)	EEF: Teaching and Learning Toolkit The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4,5
Creation of posts to support improvement in areas identified as priorities for pupils eligible for PP. - Pupil Premium attainment and progress - Wider extracurricular engagement - Rewards and House System	EEF: Effective Professional Development EEF: Teaching and Learning Toolkit EEF guide to pupil premium Sutton Trust – quality first teaching has direct impact on student outcomes.	1,2,3,4,5,6

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

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Gaps in maths and English identified by teaching staff. Maths and English leads plan for bespoke intervention to enable pupils to catch up on earlier work that is missed or poorly understood.	EEF: Teaching and Learning Toolkit - One to one tuition & Small Group Tuition	2,3
In all subjects, Heads of Department to identify pupils who need bespoke curricular intervention. Pupils should be taught in small groups where there are common areas or individual 1-1 tuition arranged as appropriate. Revision guides and materials provided for PP students.	EEF: Teaching and Learning Toolkit - One to one tuition & Small Group Tuition	2,3,4,5
Professional development for all staff in developing a love of reading for pleasure and	EEF: Preparing for Literacy EEF: Improving Literacy in Secondary Schools	3

for learning within their specialist subject areas. Identified pupils - 1-1 regular reading planned into curriculum. Support for pupils to learn is provided through the library, Laurea Centre lead by the Literacy Lead		
To provide students with adult mentoring support, access to workspace and IT facilities to support their learning.	EEF: Mentoring	4,5
To identify students with low levels of literacy and numeracy which impedes their learning and their confidence and facilitate / enable bespoke provision to meet the identified needs.	EEF: Preparing for Literacy EEF: Improving Literacy – Supporting oral language development KS1/KS2 EEF: Improving Literacy in Secondary Schools	2,3
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.	EEF: Making Best Use of Teaching Assistants	2,3,4,5
Provision and staffing of safe spaces available to targeted children throughout the day.	NFER: Recovery during a pandemic	1,4,5
Developing resilience and independent learning, through consistent setting, completion and marking of homework	EEF: Guide to the pupil premium	4,5
Social and Emotional Learning – interventions to support children with a range of skills including for example, emotional regulation, managing grief. Deployment of Emotional Wellbeing Practitioner/employment of additional pastoral staff	EEF: Improving Social and Emotional Learning in Primary Schools NFER: Recovery during a pandemic	1,4

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

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for families from the attendance team - attendance team to work with families to reduce the absence of pupils who struggle to attend regularly.	EEF: Guide to the pupil premium DfE: Improving school attendance: support for schools and local authorities	1
Pastoral teams to support pupils who struggle to manage their behaviour including provision of personal intervention programmes.	EEF: Teaching and Learning Toolkit – Learning behaviours EEF: Improving Behaviour in Schools	4,6
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	1,4,5,6
Encourage pupils to take part in extra-curricular activities (onsite) to widen their experiences and broaden their horizons. Students attending after school sessions inc. Revision sessions, cookery clubs. Facilitate pupils in taking part in range of enrichment experiences (off site) in-order to widen their horizons and	EEF: Guide to the pupil premium	5,6

unlock future opportunities.		
Support for parents to become engaged with their children's learning through a range of activities including after school masterclasses / revision strategies / stress management techniques / meet the tutor evenings.	EEF: Parental Engagement	4,5
Ensuring all students are exam ready during mock and external examinations. Breakfast availability/examination preparation materials provision.	EEF: Guide to the pupil premium	4,5

Total budgeted cost: £129,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Following disruption due to lockdown periods during Y7 and Y8, our Y11 leavers for 2025 have performed strongly in their public examinations, with progress for PP students broadly in line with non-PP peers.

Data analysis from the 2025 outcomes demonstrates that PP students made progress between Autumn 2024 Mock Exams and Summer 2025 Exams in line with non-PP peers. Our internal Autumn mock data indicated that 22% PP eligible students would achieve strong passes in English and Maths and an overall progress 8 average of -0.89. We used the outlined strategies to improve these outcomes. Following quality-first teaching, highly skilled intervention and bespoke support, we are delighted to report that the external examination period attainment data indicates that disadvantaged students achieved an average A8 score of 53.3 and a positive P8 score of 0.1. In addition, the percentage achieving a strong pass in both English and Maths had risen to 55%, whilst 41% achieved a standard pass in English and Maths. All pupils received bespoke support - both pastorally and academically – irrespective of their school stage; Key stage 3, 4 or 5. KS4 Pupil Premium eligible students were provided with the necessary revision resources and additional support in choosing their Post-16 next steps. As a result, now are aware of the destination of all KS4 students and can confirm all have entered further education, training or employment.

The deployment of pupil premium funding has been utterly crucial in supporting our pupils throughout the pandemic and ensuring a successful return to national examinations. All GCSE pupils with PP eligibility are provided with a full set of revision guides, revision materials and an appropriate calculator. Students receive these items at the beginning of their GCSE study in Year 10 and are supported with appropriate revision approaches ahead of their first mock examinations at the end of Year 10. During the external examination period in Year 11 and Year 13, the strategy of providing breakfast food and drink items has been received with very positive feedback. We are confident that our teachers know our students very well and are aware of their individual circumstances, personalities and needs. Our work with vulnerable children goes well beyond an FSM/PP eligibility and we are proud of the community ethos of excellence that we strive for, irrespective of background or starting point.