

Blaydon West Primary School

Pupil Premium Strategy Statement 2025-2026

Three-year strategy: 2024/25 to 2026/27 | Annual implementation plan and review cycle

School overview

Detail	Data
School name	Blaydon West Primary School
Number of pupils in school	180 pupils, Nursery to Year 6 (school roll subject to annual census movement)
Proportion (%) of pupil premium eligible pupils	28.6% (existing school strategy); IDSR indicates FSM6 is close to average over time
Academic year/years that our current pupil premium strategy plan covers	2024/2025, 2025/2026, 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	Termly monitoring; full annual review July 2026 and December 2026 update
Statement authorised by	Governing Body
Pupil premium lead	S. Brown, Headteacher
Governor / Trustee lead	C. Robson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£57,000

Part A: Pupil premium strategy plan

Context summary: what our data tells us

Area	Key information from IDSR / school evidence	Implication for pupil premium strategy
School context	The school's disadvantaged profile is broadly close to national. The IDSR shows a mixed but improving picture over time; small cohorts mean single pupils can affect percentages significantly.	Use cohort-level and pupil-level evidence alongside published outcomes. Avoid over-reacting to single-year fluctuations, but respond sharply where a gap is identified.
Achievement - all pupils	2025 KS2 outcomes are strong: RWM expected standard 83% compared with 62% nationally; reading 90% compared with 75%; writing 87% compared with 72%; maths 87% compared with 74%. The three-year RWM average is 72% compared with 61% nationally.	Protect and strengthen high-quality teaching. Maintain ambition for disadvantaged pupils so that strong outcomes are sustained and gaps remain narrow.
Achievement - disadvantaged pupils	In 2025 disadvantaged pupils achieved 67% RWM compared with 47% nationally for disadvantaged pupils, and the gap to national non-disadvantaged was -3 percentage points. Reading was 78%	Build on the 2025 improvement while ensuring this is sustained across cohorts. Maths remains

Area	Key information from IDSR / school evidence	Implication for pupil premium strategy
	compared with 63% national disadvantaged; writing 78% compared with 59%; maths 67% compared with 61%.	the comparatively weakest disadvantaged outcome and therefore remains a priority.
Phonics and early reading	Year 1 phonics in 2025 was 80%, in line with national. The three-year phonics average is 89% compared with 80% nationally, but 3 pupils did not meet the expected standard in Year 1 and 2 pupils in Year 2 did not meet the standard.	Continue Read Write Inc with fidelity and daily catch-up for pupils who are not secure. Ensure pupils who miss the standard are prioritised immediately.
Mathematics foundations	Year 4 multiplication tables check was close to national: 22.0 compared with 21.0 in 2025; three-year average 21.0 compared with 20.6 nationally.	Maintain daily fluency and precision intervention. Ensure disadvantaged pupils secure number facts and use them confidently in reasoning and problem-solving.
Attendance	2025/26 daily attendance to December: all pupils 94.6% compared with 94.9% nationally; FSM pupils 92.5% compared with 92.3%; SEN pupils 93.9% compared with 92.3%. In 2024/25, all-pupil attendance was 95.6% compared with 94.8%, and FSM6 attendance was 92.6% compared with 92.4%.	Attendance for disadvantaged pupils is broadly in line with national but remains below the school's all-pupil figure. Use same-day attendance system to prevent absence becoming entrenched.
Persistent absence	In 2024/25 persistent absence was 12.0% for all pupils compared with 13.3% nationally. FSM6 persistent absence was 25.6% compared with 24.5% nationally. Current 2025/26 year group absence bands show Y1, Y5 and Y6 require particularly close monitoring.	Persistent absence among disadvantaged pupils remains the main attendance risk. Prioritise rapid response, family support and senior oversight for pupils crossing the 10% absence threshold.
Behaviour and exclusions	There have been 0 suspensions and 0 permanent exclusions.	The bespoke in-house behaviour system is a strength. Continue to use early pastoral/ELSA support to sustain inclusion and readiness to learn.

Statement of intent

At Blaydon West Primary School, our pupil premium strategy is designed to ensure that disadvantaged pupils receive a high-quality education, achieve well across the curriculum and are fully prepared for the next stage of their education. Our strategy is rooted in the belief that disadvantage must never lower expectations. We expect disadvantaged pupils to access the same ambitious curriculum as their peers, with carefully targeted support where barriers are identified.

Our current outcomes demonstrate significant strengths. In 2025, outcomes for all pupils were above national in reading, writing, mathematics and combined RWM. Disadvantaged pupils also achieved above national disadvantaged averages in combined RWM, reading, writing and mathematics. The task now is to sustain this improvement over time, prevent cohort variation leading to widened gaps, and ensure that disadvantaged pupils continue to secure strong foundations in reading, writing and mathematics.

The strategy is organised around the DfE tiered model: high-quality teaching, targeted academic support and wider strategies. The largest proportion of the funding is invested in teaching and carefully targeted intervention because this is where the strongest evidence base sits. Wider strategies are used to remove barriers linked to attendance, emotional wellbeing, behaviour, parental engagement and access to wider opportunities.

Our key principles are: precise identification of need; high expectations; support that is time-limited and reviewed; strong implementation of named programmes; and regular evaluation of impact. Intervention is not used as a substitute for high-quality classroom teaching. Instead, it is used to accelerate progress, close identified gaps and support pupils to access the full curriculum with confidence.

Strategic priorities for 2025-2026

Priority	Why this is a priority	What success will look like
1. Secure early reading and phonics	Although three-year phonics outcomes are strong, 2025 Year 1 phonics was in line with national and 3 pupils did not meet the standard. Early reading must remain a non-negotiable priority.	Pupils who fall behind in phonics receive same-day and next-day support. Year 1 phonics remains at least in line with national and targeted pupils make rapid progress through RWI assessments.

Priority	Why this is a priority	What success will look like
2. Sustain strong reading and writing outcomes for disadvantaged pupils	2025 disadvantaged reading and writing outcomes were above national disadvantaged averages. This must be sustained across cohorts and evidenced in books, assessment and pupil voice.	Disadvantaged pupils read fluently, write accurately and confidently, and produce work that reflects curriculum expectations. Any gaps are identified early and addressed quickly.
3. Improve mathematical fluency and close remaining maths gaps	Disadvantaged maths is above national disadvantaged but remains lower than reading and writing in 2025. Number fluency and confidence are essential to wider curriculum success.	Targeted pupils secure key number facts, improve accuracy and confidence, and make at least expected progress from starting points.
4. Reduce disadvantaged persistent absence	FSM6 persistent absence remains slightly above national disadvantaged in 2024/25 and the school's disadvantaged attendance is lower than all-pupil attendance.	FSM attendance improves towards 95%; persistent absence reduces; families receive earlier support before attendance concerns become entrenched.
5. Strengthen SEMH, behaviour and readiness to learn	The school has 0 suspensions, but some disadvantaged pupils require pastoral support to maintain engagement, confidence and self-regulation.	Pupils supported through ELSA and the in-house behaviour system show improved engagement, reduced incidents and increased readiness for learning. Provision is altered where needed.
6. Improve parental engagement and access to enrichment	Some families require practical support to engage with reading, homework, attendance and wider school life.	Families engage with key meetings, attendance support, reading routines and enrichment opportunities. Disadvantaged pupils access visits, clubs and wider curriculum opportunities.

Evidence base and rationale used in this strategy

Evidence area	How it informs this strategy
EEF - Phonics	Systematic phonics has a strong evidence base, particularly for younger pupils and disadvantaged pupils. This supports the continued use of Read Write Inc with fidelity, assessment, regrouping and catch-up.
EEF - Reading comprehension strategies	Explicit teaching of comprehension, vocabulary and reading stamina supports pupils moving from decoding to fluent reading. This supports the use of Accelerated Reader and planned reading monitoring.
EEF - Small group tuition / one-to-one tuition	Short, focused support is effective when based on diagnostic assessment, delivered by trained adults and reviewed regularly. This supports TA-led and teacher-directed intervention.
EEF - Feedback and high-quality teaching	Feedback is strongest when it improves pupil thinking and supports next steps. This underpins staff CPD, moderation, live feedback and checking for understanding.
EEF / DfE - Attendance and parental engagement	Attendance and family engagement are important barriers to learning. This supports the in-house same-day attendance system, family communication and targeted support.
EEF / wider evidence - Social and emotional learning	Targeted social and emotional support can improve pupils' readiness to learn, self-regulation and engagement. This supports ELSA and the bespoke behaviour system.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These are based on the school's current strategy, IDSR trends, pupil progress information, attendance information, staff knowledge and pastoral evidence.

Challenge number	Detail of challenge
1	Some disadvantaged pupils have gaps in foundational reading, including phonics, decoding, fluency and reading stamina. Although outcomes are strong over time, the 2025 Year 1 phonics figure was in line with national and a small number of pupils require rapid catch-up.

Challenge number	Detail of challenge
2	Some disadvantaged pupils require further support to sustain strong attainment and progress in reading, writing and mathematics, particularly mathematics fluency and application. Although 2025 disadvantaged outcomes were strong, gaps have fluctuated in previous cohorts and must remain narrow.
3	A minority of disadvantaged pupils have lower attendance or are at risk of persistent absence. FSM attendance is broadly in line with national but below whole-school attendance, and FSM persistent absence remains a key risk.
4	Some disadvantaged pupils experience social, emotional or behavioural barriers that affect confidence, self-regulation, independence and readiness to learn. The school has no suspensions, but early support remains important to sustain this positive position.
5	Parental engagement and support with reading, homework, attendance routines and wider school participation is variable for some families. This can limit the consolidation of learning beyond school.
6	Some disadvantaged pupils require financial or practical support to access the full wider curriculum, including visits, residentials, clubs, music, sport and enrichment opportunities that build confidence, aspiration and cultural capital.

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 / measures of impact
1. Disadvantaged pupils continue to achieve well in phonics and early reading.	Year 1 phonics remains at least in line with national and moves towards the school's stronger three-year trend. All pupils who do not meet RWI assessment points receive rapid catch-up. Year 2 and lower KS2 pupils with phonics gaps close identified gaps within planned intervention cycles. Evidence: RWI assessments, phonics screening, reading records, monitoring of matched decodable texts.
2. Disadvantaged pupils sustain strong outcomes in reading, writing and mathematics.	By July 2026 disadvantaged attainment in reading, writing and mathematics remains at least in line with national disadvantaged outcomes and gaps to national non-disadvantaged pupils remain narrow. Internal assessment and work scrutiny show that targeted pupils are making at least expected progress from starting points.
3. Disadvantaged pupils improve mathematical fluency, confidence and application.	Targeted pupils demonstrate secure recall of key number facts and improved accuracy in arithmetic and reasoning. Termly assessment and book scrutiny show that maths gaps are closing. Disadvantaged pupils' maths attainment improves towards the school's stronger reading and writing position.
4. Attendance improves for disadvantaged pupils and persistent absence reduces.	FSM attendance improves towards 95% and remains at least in line with national FSM attendance. Persistent absence among disadvantaged pupils reduces from the 2024/25 position and no pupil becomes severely absent without intensive senior oversight and multi-agency support.
5. Pupils with SEMH or behaviour-related barriers are ready to learn and remain included.	The school sustains 0 suspensions and no permanent exclusions. Targeted pupils supported through ELSA, pastoral plans or the behaviour system show improved engagement, reduced incidents, increased classroom participation and improved pupil voice.
6. Parents and carers engage more consistently with school routines and learning.	Attendance at parent meetings, workshops and key reviews improves. Families of targeted pupils receive clear, practical support with reading routines, attendance and homework. Staff evidence shows improved home-school communication for priority pupils.
7. Disadvantaged pupils access enrichment and wider opportunities.	Disadvantaged pupils access visits, clubs, residentials, sporting and cultural opportunities at least in line with peers. Participation is monitored and barriers to attendance are addressed through financial or practical support.

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. The plan follows the DfE tiered model and uses named Blaydon systems and programmes.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24,500

Activity	Evidence that supports this approach	Implementation detail at Blaydon	Challenge number(s) addressed	Cost	Review cycle
Maintain high-quality Read Write Inc phonics teaching, including fidelity checks, assessment, regrouping, staff CPD and leadership release.	EEF evidence shows that systematic phonics has a positive impact on reading accuracy, particularly for younger and disadvantaged pupils.	RWI leader oversees assessment and grouping. Staff receive coaching and refreshers. Leaders monitor fidelity through lesson visits, pupil progress meetings and RWI data. Matched decodable books are used so pupils practise sounds they know.	1, 2	£7,500	Half-termly RWI assessment; termly leader report to SLT.
Strengthen the transition from decoding to fluent reading and comprehension through Accelerated Reader and whole-school reading routines.	EEF evidence on reading comprehension strategies supports explicit vocabulary, comprehension and fluency approaches.	Accelerated Reader used to motivate independent reading, track quiz completion and monitor reading range. Teachers follow up pupils with low quiz engagement or low accuracy. Reading fluency and vocabulary are discussed in pupil progress meetings.	1, 2, 5	£2,000	Monthly AR reports; termly reading review.
Improve quality-first teaching for disadvantaged pupils through CPD on adaptive teaching, modelling, checking for understanding and feedback.	EEF evidence highlights high-quality teaching and feedback as the most important lever for improving attainment, especially for disadvantaged pupils.	Staff CPD focuses on clarity of explanation, guided practice, immediate checking and precise feedback. Subject leaders and SLT use book scrutiny and learning walks to evaluate whether disadvantaged pupils are accessing the intended curriculum.	2	£4,500	Termly monitoring cycle and staff meeting follow-up.
Use assessment and pupil progress meetings to identify gaps precisely and respond quickly.	Diagnostic assessment helps identify specific gaps and allocate support accurately rather than using generic intervention.	Termly pupil progress meetings identify disadvantaged pupils who require additional support. Class teachers agree actions, timescales and review points. Leaders check whether provision is having impact.	1, 2, 3	£2,500	Termly pupil progress meetings; mid-cycle checks.
Strengthen maths fluency and basic skills teaching, particularly number facts and arithmetic accuracy.	Evidence-informed maths teaching emphasises secure number knowledge, rehearsal, modelling and retrieval to reduce cognitive load and improve confidence.	Teachers build in daily fluency, retrieval and same-day correction. Target pupils are identified through arithmetic, times-table and class assessment. Support is planned through class provision and intervention records.	2	£5,000	Half-termly maths fluency check; termly maths leader review.

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Implementation detail at Blaydon	Challenge number(s) addressed	Cost	Review cycle
Daily targeted RWI catch-up for pupils who are not keeping up, including disadvantaged pupils in	Targeted phonics interventions are most effective when delivered frequently, by trained	Short, sharply focused RWI catch-up sessions take place in addition to whole-class or group teaching. Pupils are selected	1	£6,500	Every 6 weeks; pupil-level RWI tracking.

Activity	Evidence that supports this approach	Implementation detail at Blaydon	Challenge number(s) addressed	Cost	Review cycle
Year 1, Year 2 and lower KS2 where needed.	adults, and linked to the school's phonics sequence.	from RWI assessments and teacher assessment. Impact is reviewed against sound knowledge, blending and reading fluency.			
Small-group and one-to-one reading, writing and maths interventions led by trained teaching assistants under teacher direction.	EEF evidence shows small-group tuition and one-to-one tuition can be effective when targeted to specific gaps and delivered well.	Interventions are linked to pupil progress meetings and class assessment. Sessions focus on precise gaps, such as decoding, comprehension, sentence accuracy, spelling, arithmetic or number facts. Teachers review impact and adjust provision.	1, 2	£8,500	Half-termly intervention review; termly SLT check.
Accelerated Reader targeted follow-up for pupils with low engagement, low quiz accuracy or limited reading volume.	Reading comprehension strategies and increased reading practice support fluency, vocabulary and stamina.	Reading lead/class teachers monitor AR engagement and quiz outcomes. Target pupils receive reading conferencing, book matching and additional adult reading time.	1, 2, 5	£1,500	Monthly AR monitoring; termly reading progress review.
Same-day academic intervention within class and through short follow-up sessions for pupils who have not secured key learning.	Responsive teaching and immediate feedback reduce the risk of misconceptions becoming embedded.	Teachers identify pupils during lessons and provide immediate or same-day follow-up. This is prioritised for disadvantaged pupils and those with repeated gaps in key knowledge.	2	£2,000	Weekly class review; termly book scrutiny.
Targeted writing support for disadvantaged pupils, focusing on transcription, sentence construction, vocabulary and stamina.	Writing outcomes are improved through explicit instruction, modelling, guided practice and feedback.	Target pupils receive short intervention linked to class writing. Support focuses on handwriting, spelling, sentence structure, vocabulary and editing. Evidence is gathered through books and moderation.	2	£1,500	Half-termly writing sample review; termly moderation.

Wider strategies (attendance, behaviour, wellbeing and enrichment)

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Implementation detail at Blaydon	Challenge number(s) addressed	Cost	Review cycle
In-house same-day attendance intervention for disadvantaged pupils and families at risk of persistent absence.	DfE attendance guidance emphasises early identification, same-day response, clear routines and support/challenge for families.	Attendance monitored daily. Same-day contact is made for absence. Leaders identify pupils approaching 90% and put individual support in place, including meetings, action plans and external referral where needed.	3, 5	£3,000	Weekly attendance review; half-termly governor update.
ELSA and pastoral support for pupils with social, emotional or mental health needs.	Evidence indicates that targeted social and emotional support can improve readiness to learn, engagement and self-regulation when well matched to need.	ELSA supports identified pupils through planned sessions, check-ins and transition support. Impact is tracked through pupil voice, teacher feedback, behaviour information and engagement in learning.	4	£3,500	Half-termly pastoral review; termly SLT review.

Activity	Evidence that supports this approach	Implementation detail at Blaydon	Challenge number(s) addressed	Cost	Review cycle
Bespoke in-house behaviour system to sustain inclusion, reduce barriers and support pupils to remain in class and access learning.	Clear routines, relational approaches and consistent behaviour systems support pupils' learning and reduce disruption.	Staff use a shared language and agreed graduated responses. Leaders monitor behaviour patterns and provide early support. The system is used alongside pastoral support rather than as a standalone sanction system.	4	£2,000	Behaviour review; governor safeguarding/behaviour report.
Parental engagement focused on reading, attendance, homework routines and early help.	EEF evidence indicates parental engagement can have a positive impact, especially when practical and specific.	School uses meetings, phone calls, texts, workshops and informal support to help families build routines. Priority families receive personalised support and positive contact.	3, 5	£1,500	Parent voice where appropriate.
Financial and practical support for trips, visits, clubs, residential, uniform and resources where cost is a barrier.	Wider opportunities support cultural capital, belonging, confidence and engagement. Barriers to participation can disproportionately affect disadvantaged pupils.	Leaders monitor participation and provide subsidy or support discreetly. Pupils are encouraged to access clubs, visits and wider opportunities linked to the curriculum and personal development.	6	£2,500	Participation audit; annual review.

Budget summary by tier

Tier	Budget	Approximate proportion	Main focus
Tier 1 - High-quality teaching	£24,500	43%	RWI fidelity, reading, maths fluency, CPD, assessment and quality-first teaching.
Tier 2 - Targeted academic support	£20,000	35%	RWI catch-up, small-group and one-to-one intervention, AR follow-up, writing and maths gap closing.
Tier 3 - Wider strategies	£12,500	22%	Attendance, ELSA, behaviour, parental engagement and enrichment access.
Total	£57,000	100%	Fully allocated to stated challenges and intended outcomes.

Monitoring, governance and evaluation

What will be monitored	How often	Who is responsible	Evidence reviewed	What will happen as a result
RWI and phonics progress	½ term	RWI lead, English lead, Headteacher	RWI assessments, grouping records, catch-up records, phonics screening information.	Groups and intervention are adjusted; staff coaching provided where fidelity or pace needs strengthening.
Reading engagement and fluency	Monthly and termly	English lead, class teachers	Accelerated Reader reports, reading records, pupil voice, book matching and quiz accuracy.	Low engagement or low accuracy pupils receive reading conferencing and additional adult support.

What will be monitored	How often	Who is responsible	Evidence reviewed	What will happen as a result
Pupil progress in reading, writing and maths	Termly	SLT, class teachers, subject leaders	Assessment information, books, moderation, intervention records.	Target pupils agreed; interventions amended; impact evaluated at next review.
Attendance and persistent absence	Weekly, with half-termly analysis	Headteacher, attendance lead/admin, pastoral lead	MIS attendance, same-day contact logs, PA list, family meeting notes.	Early help, attendance meetings, support plans and external referrals where needed.
Behaviour and SEMH	termly	Headteacher, ELSA/pastoral lead, class teachers	Behaviour logs, ELSA records, pupil voice, staff feedback.	Support plans adapted; triggers addressed; additional pastoral or external support considered.
Pupil premium spend and value for money	Full annual review	Headteacher, governing body	Budget monitoring, progress data, attendance, behaviour, participation, intervention impact.	Funding is redirected if actions are not having sufficient impact. Governors challenge and record decisions.

Implementation considerations

- Fidelity matters. Read Write Inc must be implemented consistently, with assessment, regrouping and catch-up used rapidly.
- Interventions must be linked to diagnosed need and reviewed. They should not remove pupils unnecessarily from the wider curriculum.
- High-quality teaching remains the first strategy. Intervention supplements strong classroom practice; it does not replace it.
- Attendance work must be early. The in-house same-day system is designed to prevent absence becoming persistent absence.
- Pastoral support should be targeted and purposeful. ELSA and behaviour support should have clear entry/exit criteria and impact review.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This section reviews the impact of pupil premium activity using the most recent published IDSR information, school-level attendance information and the school's previous strategy priorities. Small cohorts mean percentages should be interpreted carefully alongside pupil-level evidence, books, pupil voice and staff knowledge.

Area reviewed	Evidence of impact	What this means for the 2025-2026 strategy
Overall KS2 outcomes	In 2025, all pupils achieved 83% RWM expected standard compared with 62% nationally. Reading was 90% compared with 75%; writing 87% compared with 72%; maths 87% compared with 74%. The three-year RWM average was 72% compared with 61% nationally.	The school has a strong platform. The 2025-2026 strategy must sustain quality-first teaching and ensure disadvantaged pupils continue to benefit from strong universal provision.
Disadvantaged KS2 outcomes	In 2025, disadvantaged pupils achieved 67% RWM compared with 47% nationally for disadvantaged pupils. Reading was 78% compared with 63%; writing 78% compared with 59%; maths 67% compared with 61%. The disadvantage gap to national non-disadvantaged in RWM narrowed to -3 percentage points.	Disadvantaged outcomes are a strength in 2025, but this improvement must be sustained. Maths remains the lowest of the three core subjects for disadvantaged pupils and continues as a priority.
Phonics and early reading	The three-year Year 1 phonics average was 89% compared with 80% nationally. In 2025, Year 1 phonics was 80%, in line with national. Three Year 1 pupils and two Year 2 pupils did not meet the phonics expected standard.	RWI is working over time but needs uncompromising fidelity and catch-up. Pupils who do not meet expected points must receive rapid support so they do not carry decoding gaps into KS2.
Mathematics fluency	The 2025 Year 4 MTC score was 22.0 compared with 21.0 nationally; the three-year average was 21.0 compared with 20.6.	Number facts are broadly secure but need continued focus so disadvantaged pupils build fluency and confidence in maths.

Area reviewed	Evidence of impact	What this means for the 2025-2026 strategy
Attendance	In 2024/25, all-pupil attendance was 95.6% compared with 94.8% nationally. FSM6 attendance was 92.6% compared with 92.4%. 2025/26 early daily data shows all-pupil attendance 94.6% compared with 94.9%, FSM attendance 92.5% compared with 92.3% and SEN attendance 93.9% compared with 92.3%.	Attendance is broadly in line or above national but disadvantaged attendance remains lower than the school average. The same-day attendance system and family support remain essential.
Persistent absence	In 2024/25 all-pupil persistent absence was 12.0% compared with 13.3% nationally. FSM6 persistent absence was 25.6% compared with 24.5%.	Persistent absence among disadvantaged pupils remains a key risk. Strategy needs earlier identification and more bespoke family support for pupils approaching 10% absence.
Behaviour and exclusions	IDSR data shows 0 suspensions and 0 permanent exclusions in the last three years of available data.	The school's inclusive behaviour approach is effective. Continue to invest in ELSA, pastoral support and the in-house behaviour system to sustain this.
Previous strategy actions	The previous plan invested in RWI, RWI CPD, Accelerated Reader, TA intervention and family/emotional support. These remain relevant and are now sharpened through clearer monitoring, costings and success criteria.	The strategy is not a new direction; it is a more precise version of existing work, with stronger links between challenge, activity, evidence, cost and impact.

Review of previous priorities and next steps

Previous priority	What worked / evidence	Next step for 2025-2026
Read Write Inc phonics and CPD	Three-year phonics outcomes are above national. Staff training and RWI implementation have supported pupils to develop early decoding.	Retain RWI as the core phonics programme. Tighten monitoring, regrouping and catch-up for pupils not on track.
Accelerated Reader	Supports engagement, reading volume and transition from phonics to independent reading.	Use AR reports more sharply to identify pupils with low engagement, poor quiz accuracy or limited reading range.
TA-led small-group and one-to-one intervention	Intervention supports pupils to close gaps when linked to precise assessment and class teaching.	Ensure each intervention has a baseline, target, review date and evidence of impact.
Family support, wellbeing and behaviour	No suspensions or exclusions show strong inclusion. Pastoral support helps pupils remain engaged.	Use ELSA and behaviour monitoring to measure changes in engagement, readiness to learn and classroom participation.
Attendance monitoring	Overall attendance is strong and FSM attendance is broadly in line with national, but disadvantaged PA remains a risk.	Strengthen same-day attendance response, PA tracking and family support before concerns escalate.

Further information

Programme / system	Provider / internal lead	Purpose
Read Write Inc	Ruth Miskin Training / school RWI lead	Systematic synthetic phonics, early reading and catch-up.
Accelerated Reader	Renaissance Learning / English lead	Reading engagement, quiz monitoring, book matching and independent reading.
ELSA	School-trained ELSA / pastoral lead	Targeted social and emotional support.
Bespoke in-house behaviour system	Headteacher / SLT / all staff	Consistent approach to behaviour, inclusion and readiness to learn.
In-house same-day attendance intervention	Headteacher / attendance lead / office team	Immediate response to absence, family contact, early support and challenge.

Programme / system	Provider / internal lead	Purpose
Pupil progress meetings	SLT / class teachers	Termly review of progress, barriers and next steps.
Governor monitoring	governing body	Challenge, accountability and value-for-money review.

Evidence sources used by the school

- Education Endowment Foundation Teaching and Learning Toolkit: phonics, reading comprehension strategies, small group tuition, one-to-one tuition, feedback, parental engagement and social and emotional learning.
- DfE: Using pupil premium: guidance for school leaders; DfE Menu of Approaches; DfE Working together to improve school attendance.
- Blaydon West Primary School IDSR, March 2026.
- School-level assessment, attendance, behaviour, intervention, pupil voice and monitoring evidence.

Review cycle: This strategy will be monitored termly by senior leaders and governors. The full annual review will be completed in July 2026, with the published statement updated by December 2026.