

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	NCEA Warkworth Primary
Number of pupils in school	147 from Reception to Year 6
Proportion (%) of pupil premium eligible pupils	9.5% 14/147
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2023 (3 years)
Date this statement was published	Reviewed: November 2022
Date on which it will be reviewed	June 2023
Statement authorised at	Autumn LGB meeting
Pupil premium lead	Miss Sarah Fife
Governor / Trustee lead	Sheelagh Robson (LGB)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25620
Recovery premium funding allocation this academic year	£2320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£27940

Part A: Pupil premium strategy plan

Statement of intent

At NCEA Warkworth Primary we aim to:

- diminish the difference between disadvantaged and non-disadvantaged pupils;
- enable all disadvantaged pupils to achieve or exceed nationally expected attainment and progress;
- rigorously track academically able pupils from disadvantaged backgrounds who are most at risk of under-performing and
- support the holistic development of each and every pupil in our care.

We strive to do this by following a tiered approach and using quality first teaching, targeted academic support and a wide range of strategies to support all pupils (EEF 2021).

At NCEA Warkworth Primary we have high expectations for all pupils, regardless of background or barriers to learning. We strive for all pupils as children of God to make good progress from their respective starting points. We aim for all pupils to have access to high quality and effective interventions led by trained professionals which will enable pupils to progress rapidly when gaps in their learning emerge. Interventions will also be used to challenge pupils' knowledge and understanding further moving from the expected level to greater depth. All interventions will be rigorously monitored and their impact evaluated. We will also ensure all vulnerable pupils have access to a wide range of enrichment experiences both in and out of school which will positively impact pupils' academic achievement and wellbeing; in order to achieve 'life in all its fullness' (John 10:10).

At NCEA Warkworth Primary we provide a comprehensive programme of mental health and wellbeing support for pupils and parents. The NCEA Warkworth Primary team also work closely with families to support attendance and ensure individual family needs are met. At NCEA Warkworth Primary we 'strive together as one' in all that we do (Philippians 1:27).

NCEA Warkworth Primary also believe that not all pupils who are socially disadvantaged or vulnerable are registered or qualify for pupil premium. Therefore, NCEA Warkworth Primary reserve the right to allocate the pupil premium funding to support a pupil or group of pupils who have been identified through needs analysis as socially disadvantaged or vulnerable. Overcoming barriers is at the heart of our pupil premium use and NCEA Warkworth Primary understand that needs and costs will differ depending on the barriers being addressed. Taking this into account, NCEA Warkworth Primary do not allocate personal budgets, the school identify the barrier to be addressed and the interventions required. This could mean interventions are conducted in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. This enables NCEA Warkworth Primary to implement a combination of short, medium and long term interventions and align pupil premium with wider school improvements and pupils' readiness to learn.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap in reading, writing and maths for our disadvantaged pupils.
2	31% of our pupil premium children also have pupil passports and so have complex SEN needs.
2	The attendance of some of our pupil premium children affects their educational outcomes .
4	Mental health wellbeing challenges have been enhanced further by the pandemic.

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
All pupil premium pupils will make good progress from their individual starting points.	Internal and external progress and attainment data demonstrates this in EYFS, KS1 and KS2.
To increase the % of pupil premium pupils meeting ARE in reading, writing and maths.	The percentage of pupils achieving ARE in reading and writing and maths has increased from summer 2021 data reported to LGB.
For the attendance of our pupil premium children to be no lower than the attendance of non-pupil premium children.	For attendance of all pupils to be 'good' compared to national attendance (96%).
For pupil premium children to attend the wide range of enrichment activities at NCEA Warkworth Primary.	Monitoring and case studies demonstrate that pupils are accessing extended provision. Enhanced learning opportunities are accessed regularly by pupils and this is tracked carefully by all.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School CPD 1 year (8 days training + 2 x days FS first aid).	CPD X 3 staff including cover with a focus on oral language interventions and metacognition (EEF 5+ months).	1 & 4
RWInc Portal (ongoing training and development day for whole school).	Evaluation from last year and impact for staff and pupils. EEF 5months + phonics interventions.	1 & 2

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

Budgeted cost: £7,500 approx. interventions every afternoon.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition All 13 pupils will receive small group tutoring matched to their individual needs, see case studies for frequency and duration.	+ 4 months EEF Small group tuition at NCEA Warkworth Primary is defined as one teacher or a trained teaching assistant working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. This takes place as target time in all year groups daily and is focused and tracked using specific objectives that the pupils require. Wherever possible it will take place within the classroom.	1 & 2
Oral language interventions e.g. through forest school. Small groups and whole class.	+ 6 months EEF Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic	1, 2 & 3

	activities. One example of this is through forest school, we aim to provide regular and sustained for school experiences with a focus on speaking and listening, social interaction and problem solving.	
Phonics Small groups or 1:1 phonics sessions, as required.	+ 5 months EEF Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.	1 & 2
1:1 sessions with a focus on maths, reading or writing when required, see individual case studies.	+ 5 months EEF One to one tuition involves a teaching assistant providing a pupil intensive individual support. It may happen outside of normal lessons as additional teaching or as a replacement for other lessons when the child has a personalised plan.	1 & 2

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

Budgeted cost: £7,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive May be conducted 1:1 or in small groups, depending on pupil need. £1,520	EEF 4+ Social and emotional interventions which seek to improve pupil's interactions with self and others and to manage their emotions.	3 & 4
Commando Joes £1,500	Collaborative learning approaches 5+ months	4

	A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work.	
Before and after school club including academic support and extracurricular provision. 3 x per week £2,750	To offer before and after school club provision to all pupil premium children. As part of this provision they have access to homework support, online learning, collaborative team games, gardening, multi skills and art clubs.	1, 2 & 4
Residential trips and uniform. £1,500	To ensure all opportunities are available to all pupils.	2 & 4

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Reviewed July 2023

- 1) All pupil premium pupils will make good progress from their individual starting points.**
- 2) To increase the % of pupil premium pupils meeting ARE in reading, writing and maths.**

Children who are eligible for pupil premium broadly achieve at least as well as their peers from individual starting points, and in some areas, outperform non pupil premium children. In Reception, 100% of pupil premium children achieved GLD in comparison to 73.9% of non-pupil premium children.

In the phonics screening check, 100% of pupil premium children passed in comparison to 85.7% of non-pupil premium children. In year 2, 83.3% of premium children passed in comparison to 100% of non-pupil premium children.

In key stage one, statutory assessments indicate that 33% of pupil premium children achieved the expected levels in reading and writing and 50% in maths. This is the only area where statutory assessments show non-pupil premium children outperform the pupil premium children. This will be taken into account when writing the next year's pupil premium strategy.

In key stage two, statutory assessments indicate that 100% of pupil premium children achieved the expected levels in reading, 67% in writing and 67% in maths. This is broadly in line with pupils who are not eligible for pupil premium.

In non-statutory years, internal assessments and data indicate that pupil premium children are making good progress

For pupil premium children to attend the wide range of enrichment activities at NCEA Warkworth Primary.

All pupil premium children are offered before and after school clubs. They are also prioritised when allocations for clubs are selected. 95.2% of pupils eligible for pupil premium have attended either breakfast club, after school club or an extracurricular activity

- Extracurricular clubs - Archery, swimming, movement and dance, choir, skipping
- School Trips – St. Nicholas Cathedral, Rugby festival, Northumberland Zoo, Gymnastics festival, Robin Wood residential, Dukeshouse Wood residential, Children's Countryside day, Woodhorn Colliery, Lifepath

For the attendance of our pupil premium children to be no lower than the attendance of non-pupil premium children.

Pupils who are eligible for pupil premium have an attendance rate of 94.6% in comparison to non-pupil children who have an attendance rate of 95%. The national attendance rate is 94%

There is a very slight gap in attendance for pupil premium children (94.6%) in comparison to non pupil premium (95.%).

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Thrive	Newcastle and Durham Diocese
Launch Pad for Literacy	https://www.launchpadforliteracy.co.uk/
RWInc Portal	RWInc https://www.ruthmiskin.com/en/
Commando Joes	https://commandojoes.co.uk/

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Mental health and wellbeing support in school with additional sessions added weekly. Over lockdown: online mental health and wellbeing sessions live to access with a trainee social worker.
What was the impact of that spending on service pupil premium eligible pupils?	Pupil voice/ mental health and wellbeing questionnaires results were positive.