

Pupil premium strategy statement 2024-26

Reviewed for 23-24

This statement details our school's use of pupil premium (and recovery 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 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	185
Proportion (%) of pupil premium eligible pupils	18.5% (33)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was originally published	March 2024
Date this statement was approved after review	March 2025
Date on which it will be reviewed next	December 2025
Statement authorised at	Local Governing Board
Pupil premium leads	Mr Jonathan Booth
Governor / Trustee lead	Mrs Claire Gelson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,200
Recovery premium funding allocation this academic year	£4,640
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	£49,840

Part A: Pupil premium strategy plan

Statement of intent

For there will never cease to be poor in the land. Therefore I command you, "You shall open wide your hand to your brother, to the needy and to the poor, in your land."

Deuteronomy 15:11

At NCEA Warkworth Church of England Primary School, we recognise our role in nurturing the next generation to grow together in faith and character, guided by our core values of Love, Peace, and Courage. Inspired by St Paul's Epistle to the Ephesians (4:14-15), **Not tossed by the waves, but speaking the truth in love, we will grow**, we strive to teach all children to be strong in the face of adversity and grow together, letting our light shine like the lighthouse on our shore and growing like the cross on our school badge.

As part of our mission, we are committed to supporting those most in need, particularly the disadvantaged, aligning with the wider church mission and the teachings of Jesus Christ. Our goal is for all pupils, regardless of background or challenges, to make excellent progress, achieve high attainment across all subjects, and fulfil their God-given potential.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. This is through an 'ask more, give more, get more' approach - i.e. we ask more of the Pupil Premium children, we give more support, we get more in terms of outcomes.

This is also integral to our agreed teaching approach that runs throughout the school:

The Warkworth Way is that we teach rigorous lessons with high expectations within a loving, nurturing environment, enabling all to flourish.

Our practice is informed by the latest educational research. This suggests that children learn best through explicit instruction, understanding that memory is how children make connections both within and between subjects, as well as real life.

Vulnerable children are equally, if not more, entitled to acquire and celebrate the knowledge and cultural capital that an ambitious curriculum can provide. This comes from our strong belief in inclusivity, so they can fulfil their God-given talent. As such, we take a 'keep up, not catch up' approach, focusing on adapting teaching approaches rather than curriculum content.

The activity outlined in this statement is directed at improving the teaching of children who are disadvantaged but, equally, is designed to support children of all needs, recognising that disadvantage comes in many different sizes, types and durations. We know that what we do now has ramifications for the rest of our children's lives and that

we, as a school, can play our part in narrowing that disadvantage to the very best of our abilities.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is through research-backed teaching approaches, with the school adopting an explicit instruction pedagogical approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non- disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

In addition, we believe strongly in providing all children with cultural capital, both in terms of the curriculum (ensuring children are given 'the best of what has been thought and said') and also beyond typical lessons (key cultural and social experiences) so that children can experience life in all its fullness (John 10:10).

Our approach will be responsive to common challenges and individual needs, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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 as per Education Endowment Foundation research recommendations.

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	39% of our pupil premium children also have pupil passports and so have SEN needs.
3	Our pupil premium children are more likely to have challenges around Social, Emotional and Mental Health. Supporting them and their families is key.
4	Attendance - PP attendance at Warkworth has usually been around equal to non-PP, but this has slipped in mid-year through 23-24. This must continue to be closely monitored, especially given the national picture has strong correlation between PP and poorer attendance.
5	Analysis of each child classified as Pupil Premium identified the need for cultural capital experiences in line with the school ethos - these examples of the wider curriculum are needed to both ensure a love of school and learning as well as giving a strong foundation beyond the 'formal' curriculum to further minimise the gap between PP and non-PP families.

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. 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.
2. Attendance of PP will continue to be strong.	PP attendance will be, at least, in line with non-PP attendance.
3. 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.
4. For pupil premium children to be exposed to a wide variety of Personal Development opportunities.	Monitoring and case studies demonstrate that pupils are accessing appropriate provision.

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: £10,111.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc. resources and CPD, including portal	RWI has been highly successful in terms of Phonics attainment thus far based on attainment data. The use of the dedicated RWI Champion three days a week is split between high-quality in-house CPD as well as cover in terms of staff absence during the morning and then targeted interventions in the afternoon. EEF 5 months + phonics interventions.	1, 2
Dedicated Read Write Inc. Champion		
Accelerated Reader and STAR Reader	The Renaissance Place package provides support for children's reading when children move beyond Phonics. This ensures that teacher assessment is accurate through standardised tests and that children can read a wide variety of books. This tracks progress very closely and is used particularly for PP children. This is used not just to improve reading attainment but as part of the school's focus on instilling a love of reading, especially once children move beyond decoding. This is linked closely to the school's focus on improving cultural capital.	1, 2, 5

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

Budgeted cost: £28,356.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition</p> <p>All relevant pupils will receive small group tutoring matched to their individual needs, but particularly those based around reading through Fast Track Tutoring for relevant year groups.</p>	<p>+ 4 months EEF + 5 months for Phonics</p> <p>Small group tuition at NCEA Warkworth Primary is defined as one teacher or a trained teaching assistant working with an individual or small group, up to five children.</p> <p>As reading is at the cornerstone of good academic and life performance, as per the DfE Reading Framework, this is the principal use of this funding first and foremost.</p>	1, 2
<p>Oral language interventions e.g. through forest school.</p> <p>Small groups and whole class.</p>	<p>+ 6 months EEF</p> <p>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 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.</p>	1, 3 & 4
<p>Phonics groupings</p> <p>Small groups within the Phonics as required.</p>	<p>+ 5 months EEF</p> <p>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</p>	1 & 3

	<p>out and combining or 'blending' the sound-spelling patterns.</p> <p>This ensures that PP children who need additional support may appropriately receive the 'ask more, give more, get more' approach through smaller groups.</p>	
<p>1:1 sessions with a focus on maths, reading or writing when required, see individual case studies.</p>	<p>+ 5 months EEF</p> <p>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.</p>	<p>1 & 2</p>

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

Budgeted cost: £11,371.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social and Emotional Interventions</p> <p>May be conducted 1:1 or in small groups, depending on pupil need.</p>	<p>EEF 4+</p> <p>Social and emotional interventions which seek to improve pupil's interactions with self and others and to manage their emotions. This is in line with the school's Thrive approach.</p>	3 & 4
Lunchtime clubs	All children across Y1-6 to be offered a wide variety of clubs focused on providing cultural capital and/or mental health support. Clubs range from Coding, to Mental Health Walks, to Philosophy, Reading, Chess and Choir.	4 & 5
Breakfast Club including academic support and extracurricular provision.	<p>To offer Breakfast School provision to all pupil premium children.</p> <p>Year 6 PP children to also receive booster sessions in the run up to SATS.</p>	4
Residential trips and uniform.	To ensure all opportunities are available to all pupils.	4 & 5

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 2023-24

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

Results for children who are eligible for pupil premium vary - this is largely due to small sample sizes across classes, with some classes having only 2 children.

Overall, the gap has narrowed.

Year	EXS+ PP	EXS+ Non-PP
2022-23	33%	70%
2023-24	61%	78%

In the school's main focus area, Writing, the gap narrowed significantly to 5 points, an improvement of over 12 points. The gap remains large in Reading (16 points) but is narrowing year on year. However, there remains an issue in Mathematics that will be focused on in 24-25.

In terms of statutory assessments, PP outperformed non-PP in Phonics Screening, marginally less strongly in terms of EYFS Good Level of Development, in line for the Year 4 Times Table Check (100% across the class), and mostly in line in Key Stage 1. There was only one child eligible for PP in Year 6, making the results statistically negligible.

As a result, leaders have closely monitored PP performance in 24-25, particularly in Mathematics. Mid-year data shows some progress towards reducing the gap in Mathematics, but further work, particularly focused on in-class focus and same day intervention, is a key priority for leaders.

For pupil premium children to be exposed to a wide variety of Personal Development opportunities.

Around a third of Pupil Premium children access Breakfast Club for free on a regular basis, with over half having accessed it at some point this academic year.

The school offers lunchtime clubs; Pupil Premium children are overrepresented. Over 90% of pupils have accessed some form of club by midyear 23-24.

All Pupil Premium children in Years 4-6 went on respective residentials.

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

PP attendance in 23-24 was down on 22-23, with the gap growing from 0.2 to 1.4 points compared to non-PP. However, persistent absenteeism is down by over 10 points year-on-year in this cohort. Individual case studies show improvement for almost all PP families who were here in 22-23 and 23-24, but a very small number of persistently absent children (5) worsening.

This means that very specific, targeted work between leaders, teachers and families is essential to continue.

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
RWInc Portal	RWInc https://www.ruthmiskin.com/en/
Accelerated Reader and STAR Reader	Renaissance Place https://www.renlearn.co.uk/
White Rose Maths	https://whiteroseeducation.com/who-we-are/our-story

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Families are invited to spend their Service Pupil Premium spending on a case-by-case basis with the school. This includes using it towards Breakfast Club to help with complex childcare needs or residentials, as well as specific programmes within school agreed between the school and family (e.g. private music provision). This is so that we can provide targeted support as appropriate for each pupil according to family need.
What was the impact of that spending on service pupil premium eligible pupils?	Children who are Service Pupil Premium receive additional focus through Pupil Progress Meetings. This showed the positive effect of such work and strong attendance and outcomes. Parent voice also identified the strength of this.