

# Pupil premium strategy statement 2023-26

## Reviewed for 24-25

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	196 203
Proportion (%) of pupil premium eligible pupils	15.4% (30) 16.3% (33)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	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	Miss Courtney Milne
Governor / Trustee lead	Mrs Claire Gelson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51241
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£51241

## 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	33% 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 &amp; 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 2024-25.

- **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.**

Across the current academic year, the school has supported 33 pupils eligible for Pupil Premium funding. Pupil Premium pupils are represented throughout the school, though cohort sizes vary; some year groups include only a small number of eligible pupils, while others have larger concentrations. This variability in sample size means that trends and comparative data must be interpreted with caution, as the progress or attendance profile of a single pupil can have a noticeable impact on headline figures in smaller cohorts, having a bigger impact on whole-school data.

Although Pupil Premium numbers have varied over time, the current cohorts represent a relative increase in need. Our comparatively small PP group allows us to carefully tailor support while still embedding strong whole-school strategies. This approach ensures provision remains responsive and targeted, securing positive outcomes for disadvantaged pupils.

Although there are additional younger children in EYFS eligible for Pupil Premium, they are not included in the data table, as their assessment outcomes are not directly comparable with statutory and standardised measures used in other year groups. Please see the paragraph below for EYFS (particularly Reception) comparison data and contextual commentary.

Year	Reading PP	Reading Non-PP	Writing PP	Writing Non-PP	Maths PP	Maths Non-PP
2022-2023 (22)	50%	70.3%	40.9%	67.6%	54.5%	77.2%
2023-2024 (21)	71.4%	82.4%	52.4%	73.5%	61.9%	78.4%
2024-2025 (26)	69.2%	80.4%	53.8%	76.8%	57.7%	83.9%

The data indicates that Pupil Premium (PP) pupils have made sustained progress across reading, writing, and maths over the three-year period, but a performance gap remains when compared to their non-Pupil Premium peers. In 2022–2023, the attainment gap was widest, particularly in writing (40.9% PP vs 67.6% non-PP) and maths (54.5% vs 77.2%). By 2023–2024, PP outcomes showed strong improvement across all subjects—most notably in reading, where PP pupils rose to 71.4%, narrowing the gap substantially. However, in 2024–2025 PP performance plateaus or dips slightly in reading and maths while non-PP pupils continue to rise, leading to a renewed widening of the attainment gap, particularly in maths

(57.7% PP vs 83.9% non-PP). Overall, the trend reflects positive progress for PP pupils, especially from 2022–2024, but also highlights the need for sustained targeted support to ensure gains are retained and the attainment gap continues to narrow, particularly in maths and writing.

The 2024-2025 statutory KS2 SATs outcomes indicate exceptionally strong performance from pupils eligible for Pupil Premium, with PP attainment meeting or exceeding national expectations across all areas. PP pupils achieved 75% in Reading and 100% in both Writing and Maths, demonstrating particularly high mastery in Writing and Maths. When compared to non-PP peers, who achieved 84.6% across Reading, Writing, and Maths combined, PP pupils are broadly in line overall and outperform non-PP pupils in Writing and Maths. The only area where a small gap remains is Reading (75% PP vs 84.6% non-PP), though PP attainment in this subject remains strong.

This is significantly above national average, with PP in Year 6 on average attaining 47% (and a 22 point gap between PP and non-PP in 23-24 and 24-25).

Overall, these outcomes reflect highly effective provision and targeted support for Pupil Premium pupils, with evidence that disadvantage has not been a barrier to high attainment in Writing and Maths, and only a marginal differential in Reading.

In the context of phonics screening outcomes, the data shows a highly positive picture for disadvantaged pupils. 100% of disadvantaged pupils passed the phonics check, compared with 90.9% of non-disadvantaged pupils. Although the disadvantaged cohort size is small (n=4), this result demonstrates that early reading provision and targeted phonics intervention are having a strong impact, ensuring disadvantaged learners not only meet expected standards but outperform their non-disadvantaged peers. This suggests that early literacy support strategies are effective and should continue to be embedded and monitored for sustained success.

The MTC outcomes indicate strong overall performance for both disadvantaged and non-disadvantaged pupils, with disadvantaged pupils achieving an average score of 23.83, compared with 24.50 for their non-disadvantaged peers, a marginal difference of just 0.67 points, and both well above national expectations. Crucially, 100% of disadvantaged (PP) pupils passed the MTC, demonstrating secure foundational recall of multiplication facts across the group. While attainment is high, there is a noticeable gap at the top end: 16.7% of disadvantaged pupils achieved full marks compared with 71.4% of non-disadvantaged pupils. Similarly, 66.7% of disadvantaged pupils scored 20 or above, compared with 85.7% of non-disadvantaged pupils. This indicates that disadvantaged pupils are performing strongly overall, though fewer are converting strong performance into full-mark outcomes, suggesting a next step in securing rapid recall for the most fluent learners.

In Reception, children are assessed against the Early Learning Goals. Overall, 76.2% of children achieved the expected standard across all areas, which is above the 2024 national benchmark (67.7%). Outcomes for disadvantaged pupils show a clear attainment gap at this early stage: 33.3% (1 out of 3 pupils) of disadvantaged children achieved a Good Level of Development (GLD), compared with 83.3% of non-disadvantaged children. While cohort numbers for disadvantaged pupils are very small and therefore single-pupil outcomes significantly influence percentages, this early variance highlights the importance of targeted

early intervention, communication and language development support, and pastoral provision to close gaps rapidly from the outset.

In conclusion, leaders will build on the strong outcomes seen for disadvantaged pupils, particularly in phonics, writing, and maths, while maintaining a clear focus on further reducing remaining gaps, especially in reading and at the higher-attaining end. Leaders will continue to closely monitor PP progress, ensure targeted and timely interventions, and refine high-quality teaching to accelerate progress. A particular emphasis will be placed on strengthening reading fluency and securing rapid recall in maths so that more PP pupils convert strong attainment into greater depth.

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

Half (approximately 51%) of Pupil Premium children access Breakfast Club for free on a regular basis, with around 7% of children accessing occasionally.

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

All Pupil Premium children except one child 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.**

The attendance data shows a generally positive picture for disadvantaged (PP) pupils, with overall attendance at 92.5%, demonstrating strong engagement and only a small gap compared to non-PP pupils (95.6%). While attendance for disadvantaged pupils is slightly lower, it remains broadly in line with national expectations and reflects good school attendance for the majority of this group.

Persistent absence is higher among disadvantaged pupils (21.2%) compared to non-disadvantaged pupils (5.9%), indicating that a small proportion of PP pupils require more intensive support to secure regular attendance. However, this also means that nearly 80% of disadvantaged pupils are not persistently absent, highlighting that most PP pupils attend consistently and benefit from sustained access to learning.

## 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 <a href="https://www.ruthmiskin.com/en/">https://www.ruthmiskin.com/en/</a>
Accelerated Reader and STAR Reader	Renaissance Place <a href="https://www.renlearn.co.uk/">https://www.renlearn.co.uk/</a>

White Rose Maths	<a href="https://whiteroseeducation.com/who-we-are/our-story">https://whiteroseeducation.com/who-we-are/our-story</a>
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## 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.