



## Pupil Premium Strategy Statement 2025-26\*

\*Year One of three year plan

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Whickham Parochial C of E Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	4.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	25/9/24
Date on which it will be reviewed	10/9/25
Statement authorised by	R Walton
Pupil premium lead	R Walton
Governor / Trustee lead	Lorraine Ferguson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,635
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	£13,635



## Part A: Pupil premium strategy plan

### Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Parents work long hours and have limited free time.
2	Some pupils have low starting points and / or attain less well than their peers
3	Very few PP children attend clubs / extra-curricular school activities
4	In some cases, access to technology is limited

### 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
Pupils attain as well as non-PP peers	Statutory and internal data evidences pupils meeting age related expectations
Pupils progress as well as non-PP peer	Statutory and internal data evidences pupils demonstrating similar or better progress than non-pp peers
Disadvantaged pupils access extra-curricular activities	All pupils are accessing peripatetic music and at least one extra-curricular club.
Disadvantaged pupils have equal access to technology at home	All disadvantaged pupils can access online support including anything provided for remote learning, Reading Plus, Times Tables Rockstars and Purple Mash. Impact of this should be seen in reading attainment and maths scores.



## 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: £715

Activity	Evidence that supports this approach	Challenge number(s) addressed
Update on best practice in applying strategies to support metacognition and memory	EEF Toolkit tells us that implementing strategies to engage children in the process of their own learning has very high impact (+7 months) for low cost. <a href="#">metacognition-and-self-regulation</a>	2
Phonic updates for new staff and TAs	EEF Toolkit tells us that the teaching of systematic phonics that is matched well to the pupil's current phonemic awareness has a high impact (+5 months) for low cost. <a href="#">phonics</a>	2
Update on best practice for teaching reading comprehension strategies	EEF Toolkit tells us the explicit teaching of reading comprehension strategies has a high impact (+5 months) for low cost. <a href="#">reading-comprehension-strategies</a>	2

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework Club – two members of SLT will offer a homework club at lunchtime during which pupils will be read with and have the opportunity to access our online times table programme.	EEF suggests that homework that is closely linked to maths and English skills can potentially have a positive impact in primary (+3 months). For our most disadvantaged pupils, this is combined with individualised instruction as our TA applies Reading Partnership strategies to support progress in reading. <a href="#">homework individualised-instruction</a>	1 and 4
Intervention room – trained and experienced TAs will work 1:3 and 1:1 with pupils to address gaps in skills.	EEF suggests that small group tuition that is specifically targeted at the children's gaps in learning has a moderate to high impact (+ 4 months) <a href="#">small-group-tuition</a>	2



Phonic intervention – providing catch-up phonics for children at risk of not meeting age related expectations.	EEF suggests that small group tuition that is specifically targeted at the children's gaps in learning has a moderate to high impact (+ 4 months) <a href="#">phonics</a> <a href="#">small-group-tuition</a>	2
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## **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £2500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Accessing music tuition	EEF evidence suggests that arts participation has a moderate but positive effect on academic progress (+3 months). We also hope that it will contribute to cultural capital and raise self-esteem and resilience. <a href="#">arts-participation</a>	3
Accessing at least one extra-curricular club	A recent government funded study showed that participation in extra-curricular activity is often under-accessed by disadvantaged pupils. Access to sports and arts clubs can increase wellbeing, improve social mobility, widen access to employment and improve educational outcomes. <a href="#">Unequal Playing Field report.pdf</a>	3

**Total budgeted cost: £18,215**



## 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 2023 to 2024 academic year.

Priority	Outcome
1 Pupils attain as well as non-PP peers	This data is very heavily affected by small cohorts of PP pupils within year groups. In internal data, and statutory data, PP outcomes were comparable to non-pp except in year groups where PP pupils had diagnosed SEND issues.
2 Pupils progress as well as non-PP peers	In internal data, progress for PP pupils was comparable to non-PP except for a small minority of pupils for whom attendance was a contributing factor.
3 Disadvantaged pupils access extra-curricular activities	All KS2 PP pupils were offered additional music tuition, but only some took advantage of the offer. All PP pupils are offered free spaces in clubs. During 2024-25, 89% of PP pupils took up extra curricular opportunities paid for by school.
4 Disadvantaged pupils have equal access to technology at home	All PP pupils were able to access our online homework content and were monitored to check that this was happening.

### Externally provided programmes

Programme	Provider
None	