



Pupil Premium Strategy Statement 2024-25

*third year 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 | 209 |
| Proportion (%) of pupil premium eligible pupils | 5.2% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 years |
| Date this statement was published | 1/11/22 |
| Date on which it will be reviewed | 10/9/25 |
| Statement authorised by | R Walton |
| Pupil premium lead | R Walton |
| Governor / Trustee lead | Gillian Surtees |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £18,460 |
| 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 | £18,460 |



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. metacognition-and-self-regulation | 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. phonics | 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. reading-comprehension-strategies | 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. homework individualised-instruction | 1 and 4 |
| Fostering Fluency – a TA was trained last year in providing this small group intervention. | 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) small-group-tuition | 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) phonics small-group-tuition | 2 |
|--|---|---|

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

Budgeted cost: £2500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| 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. arts-participation | 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. Unequal Playing Field report.pdf | 3 |
| Providing a laptop for Year 5/6 PP children | EEF evidence tells us accessing homework which has a digital element adds to the value of homework, raising the potential impact to +6 months. homework | 1 and 4 |

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 2023-24, this year 75% 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 | |