Pupil premium strategy statement – Whickham Parochial Church of England Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	4.4%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	3 Years 2025/26 – 2027/28
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Russell Warren (Head Teacher)
Pupil premium lead	Russell Warren
Designated teacher for looked after and previously looked after children	Russell Warren
Governor / Trustee lead	Lorraine Ferguson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,090
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£15,090

Part A: Pupil premium strategy plan

Statement of intent

At Whickham Parochial Church of England Primary School, we believe every child is uniquely valued and capable of achieving highly regardless of background, circumstance or starting point.

We are committed to ensuring that disadvantaged pupils achieve well academically, flourish socially and emotionally, and are able to participate fully in the wider life of the school. Our vision, “Let your light shine", is rooted in our Christian commitment to providing equitable opportunities which enable every child to thrive.

Although the proportion of disadvantaged pupils within our school is significantly below national averages, we recognise that disadvantage can still create barriers to achievement, participation and wellbeing. Our strategy therefore focuses on identifying and addressing individual barriers early, ensuring that pupils receive the right support at the right time.

The cornerstone of our approach is high-quality teaching. Evidence demonstrates that this has the greatest impact on improving outcomes for disadvantaged pupils. Therefore, our strategy prioritises adaptive teaching, effective assessment, evidence-informed pedagogy, reading development and metacognitive approaches. Additional targeted support and wider strategies are then implemented to remove individual barriers and ensure pupils are able to access all aspects of school life successfully.

Our approach is informed by:

- Internal assessment and progress information.
- Attendance and participation data.
- Discussions with pupils and families.
- Evaluation of previous pupil premium spending.
- Education Endowment Foundation (EEF) guidance.
- School improvement priorities focused on inclusion, adaptive teaching and pupil achievement.

Over the three-year period of this strategy, we aim to ensure disadvantaged pupils continue to attain and progress in line with their peers whilst developing the confidence, resilience, aspiration and skills required for lifelong success.

Our strategy therefore focuses not only on closing gaps but on preventing gaps from emerging and ensuring disadvantaged pupils access the same high-quality educational experiences as their peers.

- Sustain high attainment and progress for disadvantaged pupils.
- Prevent achievement gaps from emerging.
- Ensure attendance remains strong.
- Increase participation in enrichment opportunities.
- Develop resilience, independence and positive learning behaviours.
- Strengthen partnerships with families to support learning beyond school.

Challenges

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

Challenge number	Detail of challenge
1.	School outcomes are consistently strong and above national averages. However, analysis demonstrates that disadvantage can become a more significant barrier when combined with SEND, attendance concerns, SEMH needs or additional family vulnerabilities. Given the relatively small size of the disadvantaged cohort, outcomes for individual pupils can significantly affect overall disadvantaged outcomes.
2.	Some disadvantaged pupils have fewer opportunities to consolidate learning beyond the classroom through reading, homework and wider educational experiences. School self-evaluation identifies that many families have significant employment commitments, reducing opportunities for regular academic support at home
3.	School attendance is significantly above national averages. However, review of previous pupil outcomes identified attendance as a contributory factor where progress was less secure. Sustaining high attendance and rapid support for pupils experiencing attendance difficulties remains a priority.
4.	School evaluation identified that some groups of pupils are less likely to engage in wider enrichment opportunities such as music and extracurricular activities without targeted support. The school remains committed to ensuring all disadvantaged pupils benefit from the wider opportunities available.

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
Disadvantaged pupils attain highly across the curriculum.	Attainment of disadvantaged pupils remains broadly in line with or exceeds that of non-disadvantaged pupils.
Disadvantaged pupils make strong progress from their starting points.	Internal assessment demonstrates that disadvantaged pupils make at least expected progress and identified gaps diminish over time.
Reading remains a strength for disadvantaged pupils.	Pupils demonstrate strong reading fluency and comprehension, with interventions resulting in accelerated progress where required.
Attendance supports strong outcomes.	Attendance of disadvantaged pupils remains above 95% and persistent absence remains low.
All disadvantaged pupils participate fully in school life.	100% of disadvantaged pupils access at least one enrichment opportunity annually.
Pupils develop resilience and independence.	Pupil voice, behaviour information and teacher assessment demonstrate strong attitudes towards learning, resilience and self-regulation.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *700*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of adaptive teaching through coaching, professional development and instructional leadership.	The EEF identifies high-quality teaching as the most effective school-based approach for improving outcomes for disadvantaged pupils. Sustained professional development and coaching help teachers respond effectively to varying pupil needs whilst maintaining high expectations for all learners. See: EEF Guide to the Pupil Premium and EEF Effective Professional Development.	1, 2, 3

Sustained focus on early reading, phonics and reading comprehension.	Reading is a key driver of academic success and access to the wider curriculum. EEF evidence highlights phonics and reading comprehension approaches as having a significant positive impact, particularly for disadvantaged pupils. See: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics, EEF Literacy KS1 and EEF Literacy KS2.	1, 2
Development of metacognition and self-regulation strategies.	Metacognition and self-regulation are among the highest-impact approaches identified by the EEF, supporting pupils to become more independent, resilient and effective learners. See: EEF Metacognition and Self-Regulation.	2, 3

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

Budgeted cost: £ *12,400*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group and individual intervention programmes.	EEF evidence shows that targeted small-group tuition can have a significant positive impact when matched closely to identified learning needs and delivered alongside high-quality classroom teaching. See: EEF Small Group Tuition.	1
Additional reading intervention and support.	Reading underpins access to the wider curriculum. EEF evidence identifies reading comprehension strategies and targeted reading support as effective approaches for improving outcomes, particularly for disadvantaged pupils. See: EEF Reading Comprehension Strategies.	1, 2
Homework Club provision.	Homework Club provides structured support, resources and opportunities for pupils to develop independent learning habits. This is particularly important where pupils may have fewer opportunities to access academic support beyond the school day. See: EEF Homework.	2
Additional teaching assistant support where identified.	EEF research shows that teaching assistants have the greatest impact when delivering targeted support linked closely to classroom learning and identified pupil needs. See:	1, 3

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants.	

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

Budgeted cost: £ £1990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for educational visits and residential experiences.	Access to educational visits and residentials supports personal development, confidence, cultural capital and engagement. Removing financial barriers helps ensure all pupils can participate fully in the wider life of the school. See: EEF Arts Participation and https://www.gov.uk/government/publications/pupil-premium.	4
Funding for extracurricular clubs and enrichment opportunities.	Participation in enrichment activities can improve wellbeing, confidence, engagement and sense of belonging. School evaluation shows that funding has successfully increased participation amongst disadvantaged pupils. See: EEF Arts Participation and EEF Physical Activity.	4
Support for music tuition and wider curriculum opportunities.	Arts and music participation can support confidence, creativity and pupil engagement whilst broadening cultural experiences and aspirations. See: EEF Arts Participation.	4
Attendance monitoring and family support.	Strong attendance is closely linked to positive educational outcomes. Early identification and support help address barriers before they impact learning and achievement. See: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance.	3
Targeted support for pupils and families where barriers emerge.	Strong home-school partnerships improve engagement, attendance and wellbeing. Early intervention enables barriers to learning to be addressed before they affect outcomes. See: EEF Parental Engagement.	2, 3

Total budgeted cost: £ 15,090

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

School evaluation indicates that disadvantaged pupils continue to achieve well and benefit from targeted support, high-quality teaching and effective pastoral provision. Key outcomes include:

- Whole-school attendance was 97.32%, significantly above national averages, with persistent absence remaining low at 6.7%. Attendance continues to support strong outcomes for vulnerable pupils.
- Outcomes at Key Stage 2 remained exceptionally strong, with 94% of pupils achieving the expected standard in Reading, 90% in Writing and 97% in Mathematics, compared to national figures of 75%, 73% and 75% respectively.
- Internal evaluation demonstrated strong outcomes for vulnerable learners, with 100% of non-SEND vulnerable pupils achieving age-related expectations in Reading, 80% in Writing and 100% in Mathematics.
- Attainment and progress for disadvantaged pupils remained broadly in line with their peers within school, with any variation typically linked to additional SEND needs or attendance concerns rather than disadvantage alone.
- 89% of disadvantaged pupils accessed extracurricular opportunities through school funding, including educational visits, clubs and wider enrichment experiences, contributing positively to personal development and school engagement
- Targeted intervention and support enabled disadvantaged pupils to access the full curriculum and participate fully in school life, with leaders identifying no significant attainment gaps requiring additional whole-school intervention.

These outcomes indicate that the school's approach is effective. The current strategy focuses on sustaining strong outcomes, strengthening attendance, enhancing reading and ensuring all disadvantaged pupils fully participate in the broader life of the school.