

Pupil premium strategy statement – Prudhoe West Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	25.26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Michelle Brewster
Pupil premium lead	Michelle Brewster
Governor / Trustee lead	Richard Whinney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,270
Recovery premium funding allocation this academic year	£0.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0.00
Total budget for this academic year	£84,270

Part A: Pupil premium strategy plan

Statement of intent

Our Ultimate Objectives:

When making decisions about using our Pupil Premium funding we first consider the context of the school and the subsequent challenges faced. Research conducted by EEF is then referred to support decisions around the usefulness of different strategies and their value for money.

The common barriers to learning for our disadvantaged children include:

- weak language and communication skills
- less support from home (due to parents being unable or unwilling to help their child) • access to educational resources at home (including IT equipment)
- more frequent behaviour/emotional difficulties
- attendance and punctuality issues.

We also have a small number of children in very complex family situations which prevent them from flourishing. Such challenges are varied and there is therefore no “one size fits all” approach.

Our ultimate objectives are:

- To eradicate the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To ensure that no child is further disadvantaged by a lack of appropriate resources at home.
- For every child will develop a love for learning and acquire the skills and abilities necessary for them to fulfil their potential and gain employment as an adult.

Our Implementation:

All members of staff, and the governing body, accept responsibility for our ‘socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

We aim to meet our ultimate objectives by:

- Reducing class / group sizes where possible, enabling the pupil:adult ratio in classrooms to be lower..
- Ensuring teachers have good knowledge of the subject they teach. Provide effective support, CPD and resources to ensure teaching is good and better across the school. •
- Ensuring teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching.
- Creating an environment that allows the child to focus on learning, this includes supporting the child's mental and physical well-being.

- Promoting positive attitudes to learning at every opportunity.
- Supporting children so that they are committed to their learning, know how to learn well, are resilient to setbacks and take pride in their achievements
- Ensuring our children have high attendance and are punctual. Assigning 'Attendance Champions' to support attendance.
- Ensuring our children are not disadvantaged by a lack of appropriate resources at home.

Our Key Principles:

- All teaching and learning opportunities are of high quality, and meet the needs of all pupils.
- Appropriate provision is made for pupils who belong to vulnerable groups, including ensuring that the needs of all socially disadvantaged pupils (regardless of FSM eligibility) are adequately assessed and addressed.
- Pupil Premium Funding is allocated to priority pupils, groups or individuals.
- Pupil Premium Funding is used to address all inequalities, not just academic gaps.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data from the start of the academic year 2024 to 2025 indicates that attendance among disadvantaged pupils was 90.7% compared to 96.5% for non-disadvantaged pupils.
2	Internal and external assessments indicate that reading, writing, GAPs and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils in some year groups.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident in the Early Years and Year 1.
4	Observations, monitoring and discussions with pupils indicate a lack of engagement in home learning, including reading.
5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably linked to home issues. These challenges particularly affect disadvantaged pupils, including their attainment.

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
For the small number of PP pupils who have low attendance-including PA for non-medical pupils - will improve in line with national average.	2024/25 attendance for PP was 90.7% compared to not PP 96.5%. PP attendance will be in line with the school average. PA children allocated Attendance Ambassador to support attendance.
Improve attainment of disadvantaged pupils particularly in core subject areas, including reading, phonics, GAPS, writing and Maths. Closing the gap between PP Pupils and All Pupils by improving outcomes for KS1 & KS2 disadvantaged pupils in: · Phonics (y1/2) · Reading, Maths · GAPS -Writing	Year 1 Phonics outcomes in 2025/26 show that a greater % of disadvantaged pupils met the expected standard KS1 reading, writing, GAPS and maths outcomes in 2025/26 show that a greater % of disadvantaged pupils met the expected standard. KS2 reading, writing, GAPS and maths outcomes in 2025/26 show that a greater % of disadvantaged pupils met the expected standard
Improve outcomes for pupils in EYFS in speaking and listening, through the development of oracy skills.	Higher % of CLL and PSE scores for pupils in nursery and preschool in July 2025 compared to previous years
Improved % of pupils reading and completing homework at home, and in school to improve outcomes in reading, writing and maths.	Improved reading, writing and maths exit data in all year groups for pupils eligible for PP (see above) PP pupils reading at home regularly with an adult. PP pupils completing homework tasks. Targeted PP parents attend parent workshops and parent evenings
Improve pupil wellbeing and mental health. To ensure they have all the requirements to access learning at all times. Provide opportunities to develop pupils' cultural capital. Support for emotional regulation and social skills.	Identified children are able to spend an increasing amount of time with their peers in the playground. Number of behaviour "incidents" reduced during lesson time and at playtime/ lunchtime for specific PP pupils who have this as a recognised need. Improved concentration in lessons Improved behaviour for learning evidenced through lesson observations. Self-regulation techniques being used well across the school.

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: £ 60,719

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher to work in Key Stage 2 to retain smaller class sizes COST £45,351	EEF (+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Smaller classes would allow teachers to increase the amount of attention each child will receive. Specific interventions are planned to address gaps in learning.	1
Additional teaching assistant to work in EYFS to provide small group and 1:1 interventions COST £12,618	Additional adult gives more opportunity for verbal interaction in the classroom. Comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language interventions including Neli language programme aim to support learners' articulation of ideas and spoken expression. Oral language interventions therefore have some similarity to approaches based on Metacognition which make talk about learning explicit in classrooms (such as Philosophy for Children), and to Collaborative learning approaches which promote pupils' talk and interaction in groups	1,2
Update google chrome books (buy out of contract) to support home and in school learning - especially in Maths, writing and wider curriculum areas COST: £2,000	EEF Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. It is unlikely that particular technologies bring about changes in learning directly, but some have the potential to enable changes in teaching and learning interactions. For example, they can support teachers to provide more effective feedback, or they can motivate students to practice more.	1/3
Embed the skills and expertise of teachers through shared practice and CPD to further improve teaching COST: £750 - CPD and release time for staff to observe colleagues.	In the EEF Attainment Gap 2017 report, it states that what happens in the classroom makes the biggest difference: improving teaching quality leads to greater outcome improvements. There is particularly good evidence around the potential impact of teacher professional development. WISE Teaching and Learning Advocates programme	1/2

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

Budgeted cost: £ 15,268

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions in KS 2 to accelerate progress of pupils COST: £7,634 - additional staffing to support 1:1 and small group interventions.	EEF (+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. 1st Class @ Number 2 interventions Language for Thinking Sounds Write Phonics Reading comprehension interventions Writing Intervention	1/2
Structured interventions in EYFS / KS 1 to accelerate progress of pupils COST: £7,634 additional staffing to support 1:1 and small group interventions.	EEF Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. Phonological Awareness programme Small group phonics Neli Language and Communication Programme 1st Class @ Number 1 interventions	1/2

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

Budgeted cost: £ 8,351

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement with a focus on attendance, parent workshops, mental health/ fitness and welfare support Solihull Approach online training to support mental health and wellbeing in parents and children. Provide space and IT equipment to aid access. Parent courses delivered in school by Family Hub COST: £500	EEF Attendance and punctuality are seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - government document The PP How schools are spending the funding successfully. Good attendance is also listed in the top 10 approaches for disadvantaged pupils. -Daily contact with parents when pupils are absent. -Letters are sent home if attendance is below 96%.Working with and referrals to LA. -Attendance meetings with SLT and parents, when attendance is below 90%; parents are challenged and held to account. Persistent absentees will be monitored and issued fines. -Parent contracts in place. -Attendance awards and incentives. -Home visits for persistent absenteeism. -All holidays are unauthorised; fixed penalty notices are issued. -PA children allocated an Attendance Ambassador to support children and family.	3/4/5
Supporting attendance Breakfast Club to ensure early arrival and settled start to the day. Providing breakfast for children who have arrived at school without eating. After school club to support economic well-being of family COST: £4,884	EEF Evaluation found that supporting schools to run a free of charge breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security	4/5
Nurture provision embedded to support pupils with behaviour, mental health and emotional wellbeing difficulties COST: £2,967 additional TA hours / resources	Research from EEF suggests that interventions which target social and emotional learning have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment (on average +4 months' progress) -Nurture provision provided by ELSA trained practitioners. -Talking and Drawing therapy sessions -PAWS therapy dog -Friends Resilience Cognitive Behaviour Therapy programme	4/5

Total budgeted cost: £ 84,338

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

IMPACT:

Reception - GLD - 58%

Y1 phonics - 57%

Y2 phonics - cumulative - 93%

Y2 outcomes -

Reading 80%, Writing 60%, Maths 73%

Y3 outcomes -

Reading 88%, Writing 50%, Maths 88%

Y4 outcomes -

Reading 76%, Writing 70%, Maths 88%

Y4 multiplication check - average score 22.13 (20+ is expected level)

Attendance

90.7% PP for 2024/25

-Attendance figures were lower for disadvantaged pupils over the 2024-25 academic year. We continue to review our attendance procedures and to implement a robust system to improve outcomes. Strategies that have been used include referrals to request Early Help family workers, free breakfast club to encourage early arrival, time with our therapy dog to support early arrival, family meetings to offer support and advice and pick-ups from home. For some pupils, it has been medical issues that have presented a challenge, however to overcome these barriers we have provided face-to-face home learning, live and interactive learning through video conferencing, and provided a range of online learning programmes.

-Pupil premium pupils are not achieving as highly as their peers. However, the pupil premium pupils have made good progress from their starting points. Special educational needs have been identified for some children and these children are receiving daily interventions to help close the gap. As the children move into Key Stage two we begin to see the gap closing.

-At the end of reception the GLD was 58% for pupil premium pupils showing disadvantaged pupils are behind their peers. Personal, social and emotional development and language and communication have been identified as areas where some pupil premium children have required intensive support and this will continue in Year 1 through interventions and our nurture provision.

-Phonics outcomes have significantly improved over the year from the children's starting points, as a direct result of Launchpad, phonological awareness interventions and daily small group phonics. For the children that have not met the expected standard in phonic decoding, additional Special Educational Needs have been identified and further

intervention will be put in place in Year 2. By Y2 93% PP children have passed their phonic check.

-Writing has been identified as an area for development. We have reviewed our writing scheme across school and there will be a high focus on basic skills. During writing lessons, our PP learners who require additional support will be taught in smaller groups with additional writing interventions to support handwriting, and spelling.

-Friends Resilience programme was revisited in the Autumn Term 2024 - showing good impact particularly for LAC / SEN pupils who need support with emotions and heightened levels of anxiety. Observations during playtimes show that children are supporting each other and reminding friends to make 'thumbs up' choices. They are also more able to self-regulate and resolve conflict. Behaviour incidents are low across the school and serious incidents are linked to pupil premium / SEN children with complex social and emotional needs that require high levels of support.

-We continue to carefully plan our extra-curricular clubs to provide a wide range of activities and experiences for our pupil premium children including Lego, Star gazing club with Kielder Observatory, choir, book club, writing, Spanish etc. '...research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school)' *An unequal playing field Department of Education and Institute for Policy Research 2019*. We have almost doubled the number of after school clubs attended by pupil premium children with 92% attending at least one club (2024-25) compared to 46% (2022-23). We would like to reach 100% and we will be exploring ways to ensure more pupil premium pupils attend.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Accelerated Reader	Renaissance
Friends Resilience	Friends Resilience
Nessy	Net Educational Systems
TTRS	Maths Circle
Spelling Shed	Edshed
NELI Language and Communication programme	Nuffield Foundation Education

