

Prior Park Primary School



Pupil Premium Strategy Statement 2025/26

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our 3-year pupil premium strategy (started 2024/25), how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year and includes a review of the previous year.

School overview

| Detail | Data |
|---|--------------------------------------|
| Number of pupils in school | 107 |
| Proportion (%) of pupil premium eligible pupils | 39% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Deborah Currans, Headteacher |
| Pupil premium lead | Deborah Currans, Headteacher |
| Governor / Trustee lead | Isabel Hunter, Chair of Governors |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £49,995 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £49,995 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We want our children to believe in themselves, to achieve and to succeed.

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.

Our objectives are to:

- To narrow the attainment gaps between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress.
- Develop our pupil's confidence in their ability to communicate effectively in a wide range of contexts and ensure all children acquire a wide vocabulary.
- Ensure all pupils become fluent in the fundamentals of mathematics.

The principal focus of mathematics teaching in the Early Years is to develop a strong grounding in number sense, to ensure that pupils gain a deep understanding of numbers to 10, their relationships, and the patterns within them to build a foundation for mathematical mastery.

The principal focus of mathematics teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value, while also developing their ability to recognise and describe patterns and shape.

The principal focus of mathematics teaching in Key Stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers, and to develop the ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation.

- Ensure all pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum.
- To support our pupils' health and well-being to enable them to access learning at an appropriate level.
- To ensure our pupils have a wide range of opportunities to develop their knowledge and understanding of their local area and the wider world.

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 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.

Our strategy is to

- Ensure that teaching and learning opportunities meet the needs of all pupils.
- Recognise that not all pupils who receive free school meals will be socially disadvantaged.
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We use our knowledge of pupils and families to identify pupils we consider may need extra support and will therefore use some of our pupil premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged.
- Provide targeted intervention and support to quickly address identified gaps in learning, including the use of small group work or 1:1 support / tuition.
- Provide our staff with high quality CPD to ensure that all pupils access quality first teaching.
- Target funding to ensure that all pupils have access to first hand learning experiences, appropriate resources and visits / visitors that will enhance their knowledge and understanding.
- Provide opportunities for all pupils to participate in enrichment activities, for example sport and music.
- Provide a Choices4Growth Counsellor to support children's mental health and well-being

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, 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.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Assessments, observations, and discussions with pupils continue to indicate underdeveloped (and confidence in using) oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to Year 5 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Low levels on entry to school, particularly for disadvantaged children, are evident in Communication and Language, Literacy, Mathematics and Personal, Social and Emotional Development and Understanding of the World.</p> |

| | |
|---|---|
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and writing than their peers. This negatively impacts their development as readers, as writers. |
| 3 | In 2025/26 we will continue to have a specific focus on Maths: Poor recall and fluency of basic skills in mathematics, which also impacts on other aspects of the curriculum. |
| 4 | Our assessments, observations and discussions with pupils and families continue to identify social and emotional issues for many pupils and a lack of enrichment opportunities. These challenges are particularly affecting our disadvantaged pupils. |
| 5 | Low attendance of some PP/disadvantaged children. |

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.

In September 2025 we became a Primary School, with our first group of Year 5 children.

| Intended outcome | Success criteria |
|--|--|
| Improved oral language skills and vocabulary across the curriculum. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. We will see improvements each year as pupils progress through the school. |
| Improved attainment in Reading and Writing among disadvantaged pupils. | Disadvantaged children achieve at least the expected outcome in Key Stage 1 assessments in reading and writing. Improved Year 4, Year 5 (and our first Year 6) outcomes in 2026/27 will show that at least 75% of disadvantaged pupils met the expected standard. |
| Improved attainment in Maths among disadvantaged pupils. | Disadvantaged pupils can demonstrate the progress they have made during the year. Pupils will develop strong basic mathematical skills: including good number knowledge to support fluency, reasoning and problem solving. Our children can confidently talk about and explain their mathematical reasoning. Improved outcomes in Maths at the end of Key Stage 1 and Year 4 and Year 5 (and our first Year 6) |

| | |
|--|---|
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2026/27 demonstrated by: <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent surveys and teacher / staff observations Increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced |

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: £ 5000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| CPD | | |
| To ensure pupils have access to high quality teaching of oracy | <ul style="list-style-type: none"> Involvement in the Voice North East Oracy project https://voice21.org/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 2 |
| To ensure pupils continue to make accelerated progress in | <ul style="list-style-type: none"> Mastering Number programme for all children in Reception to Year 2 Number Sense programme for Year 3 (including CPD for Year 3 teacher) | 2,3 |

| | | |
|---|---|---|
| <p>Maths and attainment at least meets age related expectations</p> | <ul style="list-style-type: none"> • Mastering Number at Key Stage 2 programme for Year 4 and Year 5 (including CPD for Year 4 & 5 teachers) • Nurturing Number Knowledge in Northumberland programme (Reception into Year1) • School involvement in the Sustaining Teaching for Mastery programme (Great North Maths Hub) • National Numeracy Schools & Families programme • New Year 3 teacher - Subject Knowledge for teaching Mathematics primary cpd (maths Hub) <p>https://www.ncetm.org.uk/teaching-for-mastery/</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://northumberlandeducation.co.uk/wp-content/uploads/2025/10/NRS-Northumberland-Expression-of-Interest-updated.pdf</p> <p>https://www.nationalnumeracy.org.uk/sites/default/files/documents/Schools-and-Families-Programme-Report_24-25.pdf</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit</p> | |
| <p>To ensure pupils continue to make accelerated progress in reading and attainment at least meets age related expectations</p> | <ul style="list-style-type: none"> • Early Years and Key Stage 1 use the full Read Write Inc programme to teach reading and writing. • Ongoing support from Read Write Inc trainer and refresher training for all staff to ensure we high quality teaching of early reading is maintained. • Half termly assessments to review progress • 1:1 tutoring for identified children • Read Write Inc portal – CPD training video clips • RWInc refresher training for all staff (Sept 25) • Explore RWInc Fresh Start programme • Introduce Literacy Tree Reading Leaf programme in Key Stage 2 <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://www.ruthmiskin.com/#</p> <p>https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school</p> | 2 |
| <p>To ensure pupils make accelerated progress in writing and</p> | <ul style="list-style-type: none"> • DfE Writing Framework – staff CPD • Early Years and Key Stage 1 use the full Read Write Inc programme to teach reading and writing. | 2 |

| | | |
|---|--|----------|
| <p>attainment at least meets age related expectations</p> | <ul style="list-style-type: none"> • Key Stage 2 use the Literacy Tree writing roots programme – a book-based approach to support and develop children as writers. • Literacy Tree CPD webinars and training modules • Focus on handwriting – use new RWInc handwriting material (including staff CPD) <p>https://www.gov.uk/government/publications/the-writing-framework</p> <p>https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/physical-development?approach=teaching-the-skills-needed-for-mark-making-and-letter-formation</p> <p>https://literacytree.com/</p> <p>https://literacytree.com/how-it-works/</p> <p>https://www.ruthmiskin.com/handwriting/</p> | |
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <ul style="list-style-type: none"> • Ongoing weekly support for children and their families from our Choices4Growth counsellor <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-se/</p> | <p>4</p> |

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

Budgeted cost: £ 32,995

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>To continue to improve children's speech and language skills and facilitate understanding</p> | <ul style="list-style-type: none"> • Involvement in The Voice North East Oracy Project • Screening and delivery of Early Talk Boost to small groups. https://speechandlanguage.org.uk/about-us/ | <p>1</p> |

| | | |
|--|--|---|
| <p>of and use of a wide and varied vocabulary across all areas of the curriculum.</p> | <ul style="list-style-type: none"> • Support (and CPD) as needed from SALT and NCC's HINT team and 1:1 or small group tuition as required. • Early Years - GLD project plan with NCC Early Years Team <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> | |
| <p>Reading -Read Write Inc daily small group support and 1:1 interventions. <i>And Whole class teaching with TAs deployed to support targeted children</i></p> | <ul style="list-style-type: none"> • Gaps identified and addressed – half termly RWInc assessments and review during RWInc trainer visits. • Purchase of additional reading material – Fresh Start materials • Early Years - GLD project plan with NCC Early Years Team • Key Stage 2 – use of Reading Planets reading scheme • Key Stage 1 – use of Reading Planets reading scheme once children are off Read Write Inc programme • Use of Read Write Inc comprehension programme to develop fluency and comprehension for Children in Year 2 who have finished the main RWinc programme • Introduce Literacy Tree Reading Leaf with Years 3, 4 and 5 to continue to develop fluency and comprehension (including purchase and CPD for Key Stage 2 staff) • Introduce RWInc Fresh Start programme for identified children in Key Stage 2 (purchase books and CPD) • Stories Connected Project with the Schools Library Service and Seven Stories <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> | 2 |
| <p>Writing Whole class teaching with TAs deployed to support targeted children</p> | <ul style="list-style-type: none"> • Early Years - GLD project plan with NCC Early Years Team • Early Years and Key Stage 1 use the full Read Write Inc programme to teach reading and writing. • Key Stage 2 Literacy Tree Writing Roots programme (subscription + purchase of texts) • Focus on handwriting – use new RWInc handwriting material (including staff CPD) | 2 |

| | | |
|---|--|----------------|
| | <p>https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school</p> <p>https://www.gov.uk/government/publications/the-writing-framework</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> | |
| <p>Maths</p> <p>Whole class teaching with TAs deployed to support targeted children</p> | <ul style="list-style-type: none"> • Early Years - GLD project plan with NCC Early Years Team • Mastering Number programme for all children in Reception to Year 2 • Number Sense programme for Year 3 (including CPD for Year 3 teacher) • Mastering Number at Key Stage 2 programme for Year 4 and Year 5 (including CPD for Year 4 & 5 teachers) • Nurturing Number Knowledge in Northumberland programme (Reception into Year1) • School involvement in the Sustaining Teaching for Mastery programme (Great North Maths Hub) • National Numeracy Schools & Families programme • New Year 3 teacher - Subject Knowledge for teaching Mathematics primary cpd (maths Hub) • Use of NCETM + White Rose small steps scheme to support Teaching for Mastery approach (+ purchase of White Rose online premium resources) and DfE Ready to Progress guidance. • TT Rockstars timetables to support learning in Key stage 2 <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> | <p>2 and 3</p> |

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

Budgeted cost: £ 12,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Improved social and emotional well-being for disadvantaged and other vulnerable children. | <ul style="list-style-type: none"> • Ongoing - Choices4Growth counsellor works with individual children (and their families), small groups or whole class sessions. Activities include: • Choices4Growth drop in coffee afternoons for parents • Lego therapy or Thrive activities for identified children • Support as needed from NCC's HINT team + Primary Mental Health and CYPS • Weekly character education focus • Early Years - GLD project plan with NCC Early Years Team <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://www.gov.uk/guidance/behaviour-hubs</p> | 4 |
| To ensure disadvantaged pupils are able to participate in all activities which will enhance and broaden the curriculum and their learning opportunities | <ul style="list-style-type: none"> • Subsidised visits/visitors, experiences and extra-curricular activities. • Subsidised Breakfast Club – pupils have the opportunity for a settled start to the school day and to ensure that no pupil starts the day hungry. <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p> | 4 |
| Parents are made aware of expected attendance levels when they fall below 90% | <ul style="list-style-type: none"> • Deployment of staff to support families to improve attendance and reduce persistent absenteeism • EWO support • Subsidised Breakfast Club – pupils have the opportunity for a settled start to the school day and to ensure that no pupil starts the day hungry. • Weekly Race to the Gate class attendance award • Weekly attendance via newsletter <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p> | 5 |

Total budgeted cost: £49,995

Review of 2024 / 25

Activity

1. To ensure pupils continue to make accelerated progress in Maths and attainment at least meets age related expectations.
*During 2024 / 25 all children made progress in Maths from their starting points, but it continues to be a focus for us. We used the White Rose Maths scheme, focusing on those very small steps to ensure children's mathematical knowledge and understanding. Where necessary we add extra smaller steps and spend longer on each step to ensure the children have good understanding of the mathematical concept. In Years 1, 3 and 4 we also trialled the use of NCETM and Oak Maths materials to support the teaching of these small steps. In Reception and Key Stage 1 we used the Mastering Number programme to support children's understanding in Maths.
This will continue to be a focus for the next academic year.*
2. To ensure pupils continue to make accelerated progress in reading and attainment at least meets age related expectations.
*During 2024 / 25 all children made progress in reading from their starting points, but it continues to be a focus for us.
Our systematic and sustained approach to the teaching of early reading is showing improving progress from end of Reception to Year 1 phonics screening results. However, our starting points on entry to school show that this needs to be a continued high focus for the school. We continue to be supported by our Read Write Inc trainer to ensure high quality teaching and learning.
In 2024 / 25 we took part in the Open University Reading Schools Programme to focus on reading for pleasure. We now have volunteers who come into school each week to read with the children in Key Stage 1. Other activities to encourage reading for pleasure have included regular reading challenges, author visits and support from the Schools Library Service to develop our classroom reading areas.*
3. To ensure pupils continue to make accelerated progress in writing and attainment at least meets age related expectations.
*During 2024 / 25 all children made progress in writing from their starting points, but it continues to be a focus for us.
In Year 3 and 4 we introduced the Literacy Tree Writing Roots programme to develop our children as writers. In 2025 / 26 we will extend this to include our new Year 5s.*
4. CPD to support pupils' emotional health and well-being
*Our Choices4Growth counsellors continued to work with our children and their families – through working 1:1, with a group or bespoke whole class programmes.
In 2024 / 25 our Choices4Growth team continued the weekly warm hub / parent and toddler coffee mornings.*
5. To continue to improve children's speech and language skills and facilitate understanding of and use of a wide and varied vocabulary across all areas of the curriculum.
This work is ongoing. Our starting points on entry to school show that this needs to be a continued high focus for the school so in 2024 / 25 we continued to participate in The Voice21 North of Tyne Oracy project. This will continue in 2025 / 26.
6. Parents are made aware of expected attendance levels when they fall below 90%
*This was a continuing focus with our Education Welfare Officer visiting every half term.
This will continue in 2025 / 26*

