

Pupil premium and Covid 19 Catch Up Strategy Statement

This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Haltwhistle Primary Academy
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2024 -September 2027
Date this statement was published	Updated 08/10/25
Date on which it will be reviewed	July 2026
Statement authorised by	Susie Drake
Pupil premium lead	Susie Drake
Governor / Trustee lead	Emma Routledge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 69475 plus EYPP of approx £4000
Recovery premium funding allocation this academic year	£ n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£73475

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. 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. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

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.

For children who have multiple vulnerability factors in addition to disadvantage, curriculum and targeted intervention supports their social, emotional and mental health needs as well as teaching them the protective knowledge to ensure they can make informed positive choices in later life.

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 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 carefully chosen are those which have evidence of impact and will complement each other as a package to ensure our children achieve highly.

To ensure the strategy is effective we will:

- ensure disadvantaged pupils are appropriately challenged in the classroom
- Early identification of additional / SEND need will ensure every child is able to keep up and gaps cannot persist
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Offer disadvantaged children opportunities to make meaningful contributions to leadership roles, representative positions in sport, the arts and the wider culture of the school.

Disadvantaged pupil progress scores for 2024-25 academic year

There has been a relative improvement in the attendance of disadvantaged pupils (a group also has a high SEND indicator) . Attendance will continue to remain a focus for our funding allocation for 25-26. Our outcomes for SEN were close to average with a high SEN cohort. Given the

starting places of these children, they have made strong progress since they joined the school. We do not yet have the IDSR for 24-25. A sustained year on year improvement in persistent absence of PP children and SEN persistent absence is evident. A very small number of PP children with high SEN needs have received suspensions. As both a highly inclusive school, and with no local authority alternative provision available to us, we are committed to educating these children within their local community. We continue to foster effective working partnerships with the local authority SEND team.

Pupil outcomes for disadvantaged children:

This **High SEND cohort** included one child narrowly missed the expected standard in reading and Maths despite making exceptional progress from entry to school. Mobility also affected pupil outcomes for this group.

In reading, disadvantaged attainment was close to average, with one additional child close to expected. Writing at expected standard for disadvantaged pupils was below, although strong progress had been made from entry. Maths was also below, although one child narrowly missed the expected standard.

All pupils

Disadvantaged

Low prior attainers

Middle prior attainers

High prior attainers

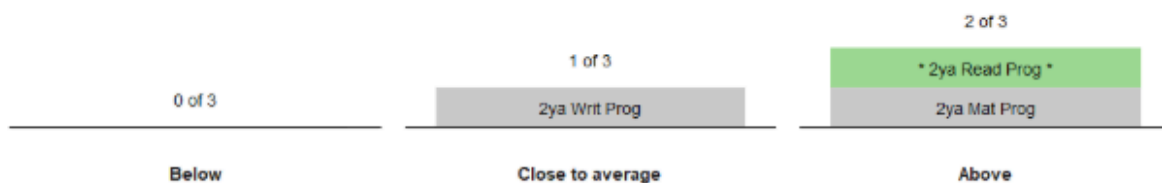
Disadvantaged

Multi-year average

The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all progress measures in this report. The school's measures are grouped by the relative performance of their multi-year average for each measure, where available.

The chart is accompanied by a table which provides some information about cohort size for each type of measure. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Reading progress cohort	Writing progress cohort	Maths progress cohort
2023, 2022	17	17	17

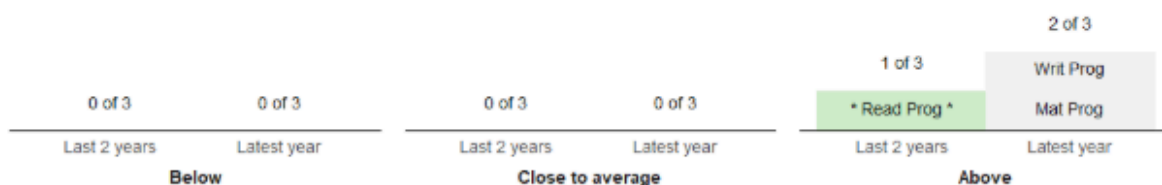


Individual years

The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all progress measures in this report. The school's measures are grouped by their relative performance in the latest year, and further divided to show whether that level of performance was observed in the latest year only, or if it has been sustained for the last 2 or 3 years.

The chart is accompanied by a table which provides some information about cohort size and characteristics for each type of measure. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Key stage 2 (Year 6)			
	Reading progress cohort	Writing progress cohort	Maths progress cohort	Context
2023	6	6	6	-
2022	11	11	11	-



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

Challenge number	Detail of challenge
1	Developmental speech, language and communication skills on entry with some children non-verbal on entry to nursery. This impacts on CLL, vocab, reading and writing in later years
2	Pupil premium children do not always have support from home to complete homework, for some, reading at home is a particular issue
3	Pupil premium children have been most adversely affected by cultural changes in parenting since covid such as the increased use of technology and trend based parenting approaches. These families have also been less able to access wider services of health and social care support since the pandemic.
4	Attendance and punctuality issues, particularly for children with multiple vulnerability factors remain a challenge. Attendance is also impacted by term time holidays and staggered holidays with Cumbria for this group. Target support is in place to mitigate and support improved attendance patterns.
5	Social, emotional and mental health difficulties, in some cases linked to early trauma experiences. We are seeing an increase in attachment needs and difficulties with low self-esteem. Where neglect or trauma is present, we are finding the social care response is delayed and children remain in vulnerable situations for longer.
6	Limited life experiences impact on cultural capital and pupil vocabulary and social skills (result of rural location, limited facilities in locality)

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
Improve outcomes for pupils in EYFS in speaking and listening, through the development of oracy skills.	Children make accelerated progress from their starting points when compared with previous years data Launchpad for literacy and NELI are embedded into EY practice and measurable impact is evidenced as a result of these interventions Timely access to specialist Speech and Language services is facilitated via pre-entry triaging, targeted 121 S&L support as part of core offer
Every child is supported well to become a reader (RWI data and Accelerated Reader measures)	Every child receives well matched reading teaching which ensures attainment gaps in

	<p>reading are closed. Reading is not a barrier to accessing an age appropriate curriculum. Children who do not read at home regularly are listened to by a trained adult in school Parents are supported to read at home with their child</p>
<p>The attendance rates of PP children (excluding medical absences) are in line with non-PP, punctuality is improved (Attendance data)</p>	<p>Persistent absence is reduced Overall attendance for PP pupils improves Improved punctuality for PP pupils</p>
<p>The additional needs of disadvantaged pupils are identified early so that effective, personalised provision meets need from point of entry. (Pupil progress from point of entry)</p>	<p>Strong, effective partnerships with Family hub and feeder nurseries ensure school is well informed of additional needs prior to point of school entry Early health assessments and 'red books' are discussed with parents prior to point of entry Early assessments of academic need are made to ensure pupils access targeted support from point of entry where required Class action plans document the additional support in place to ensure these children Family support worker supports effective parenting and signposts to wider support services</p>
<p>Targeted support ensures children with multiple vulnerability factors are prioritised for support. Detailed assessment identifies precise gaps in learning.</p>	<p>A holistic approach recognises the need to support academic, social and emotional barriers simultaneously. The SENDCo and Family Support worker work in partnership with wider organisations to signpost specialist services to support trauma related needs Teaching meets individual needs to minimise learning gaps The impact of intervention can be measured with accuracy and evaluated with transparency. Strong home - school communication ensures every PP child is supported to attend and thrive at school Termly support groups compliment individual support to promote community networking / support Disadvantaged children are positively encouraged to access extra curricular and other 'beyond the curriculum' opportunities.</p>
<p>The attainment gap between PP pupils and all pupils is reduced by improving outcomes for KS1 & KS2 disadvantaged pupils in: - Phonics (y1/2) - Reading, Maths - GAPS - Writing</p>	<p>% pass for PP pupils is in line with that for all pupils at end y1 and end y2 % of PP pupils with standardised score of 100+ on NTS termly tests is in line with that for all pupils</p>

	<p>% of PP pupils with standardised score of 100+ on GAPS termly tests is in line with that for all pupils</p> <p>% of PP pupils at expected level is in line with that for all pupils in all year groups</p>
--	---

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RADY (Raising attainment in disadvantaged youngsters) programme implementation	RADY pledge implemented across Trust support school leaders to reflect on decision making and its impact for disadvantaged children. Funded by NECA.	1-6
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
Release of RWI Lead to provide high quality coaching for staff. Ensuring our reading teaching is highly effective and closely matched to children's needs	Evidence shows that effective professional development includes both initial training as well as high quality follow on coaching. Investment in regular professional development activities allows training to be appropriately spaced and aligned — avoiding one-off inputs See EEF link here	1,2,3
Purchase of RWI portal for staff initial training, access to individual further training plans for staff and development day support for our Reading Leader	Evidence shows the impact of high quality initial training and ongoing coaching. Support via the development day will ensure the reading programme is implemented with integrity. See EEF link here	1,2,3
Launchpad for literacy training for all EY and KS1 staff over the course of the year to	Evidence shows that effective professional development includes both initial training as well as high quality follow on coaching. Investment in	3,4,5,6

<p>ensure early language teaching is sequential and provides the prerequisite skills pupils need to be able to be literate</p>	<p>regular professional development activities allows training to be appropriately spaced and aligned — avoiding one-off inputs See EEF link here</p>	
<p>Dedicated SENCO time ensures quality first teaching is meeting the needs of individual pupils with SEND and timely advice is sought from SEND services</p>	<p>Evidence shows the impact of high quality initial training and ongoing coaching. Support via the development day will ensure the curriculum is implemented with integrity. See EEF link here This time has needed to focus on the SEND PP group due to high incoming needs</p>	<p>1, 2, 3, 7</p>
<p>Access Maths Hub resources and professional development - Mastering number R-Y2</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) EEF guidance shows the impact of embedded Mastery approaches in raising attainment in Maths EEF link here</p>	<p>3</p>
<p>Continue to implement and embed and introduce the Mastering number programme across KS2 Locality TRG Lead designs catch up to gap fill across KS2</p>	<p>EEF guidance shows the impact of embedded Mastery approaches in raising attainment in Maths EEF link here Mastery approach used to reteach targeted gaps in learning as identified using Maths data. Strategies for improving both EXS and GDS</p>	<p>1, 2, 3, 7</p>
<p>Retrain our Emotion Coaching leads - 2 x SLT to attend Emotion Coaching Train the Trainer programme to provide an in-school refresh offer</p>	<p>EEF Emotion Coaching (EC) is an approach that fosters teachers' and early years staff's warm and responsive relationships with children through <u>self-regulation</u> and co-regulation of both children and adults. EC supports children to understand the different emotions they experience, why they occur and how to handle them. The programme is a DfE approved programme for the Early Years Stronger Practice hubs.</p>	<p>3, 5, 6</p>

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured interventions to accelerate progress of pupils delivered by highly trained TA's</p>	<p>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. See EEF link here</p>	<p>2 & 3</p>
<p>Specialist speech and language intervention 121</p>	<p>Evidence shows that 121 intensive individual support is effective. Structured interventions are followed, either those specified by S&L professional partners, NELI or Launchpad for Literacy interventions. See EEF link here</p>	<p>1, 2, 3, 6</p>
<p>Provide individualised practice of number fluency skills. Purchase of Timetable rock stars, numbots, Freckle / STAR Maths for disadvantaged pupils and those most affected by bubble closures</p>	<p>Pupil engagement, learning, time and budget are important. Maths teachers recognise how fundamental basic number fact recall and times table recall speed leads to later success in maths lessons; yet it's not always easy finding engaging ways to do daily practice. Set TT Rock Stars competitions, Numbots and our own timestables recall intervention. STAR Maths provides formative data to refine the teaching of Maths for our most disadvantaged pupils. End of the day and early morning groups target PP attendance.</p>	<p>3</p>

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1 x Child and Family worker provide support for attendance, behaviour and wellbeing of pupils</p> <p>Close partnership with EWO robustly addresses attendance concerns (*£15000 additional subsidy from main budget)</p>	<p>A tiered approach to managing attendance, behaviour and wellbeing of pupils improves pupil outcomes and the engagement of parents to support their child's education.</p> <p>Strategy to intervene and support at an early stage to have greatest impact.</p> <p>See EEF link here See EEF link 2 here</p>	<p>3,4,5</p>
<p>Free breakfast club childcare places for PA children</p>	<p>Free meal and care offered for PA children, plus breakfast grab and go will be offered universally.</p> <p>See EEF link here. This project is currently under evaluation</p>	<p>3, 4, 5, 6</p>
<p>Subsidised/ free places at extra curricular clubs and wider enrichment opportunities provide opportunities to close the cultural capital gap, an opportunity for social development and vocabulary enrichment</p>	<p>Evidence indicates that arts and sporting participation improves academic outcomes and physical activity can improve pupils health and wellbeing and physical development.</p> <p>See EEF link here See EEF link 2 here</p>	<p>6</p>

Total budgeted cost: £74000

Part B: Review of outcomes in the previous academic year (24-25)

Completed September 25

Pupil premium strategy outcomes

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

The 2024-2025 academic year saw mixed outcomes for Pupil Premium (PP) pupils. While there are clear successes to celebrate in specific year groups, the data also reveals several significant challenges and critical attainment gaps that require immediate and robust intervention in the coming year.

The most concerning challenge is the decline in attainment in key stage 2, leading to a widening of the attainment gap when compared with all pupils. Gaps increased most in the classes most greatly affected by staff absence, impacting both quality first teaching and intervention.

A small group of PP children completed KS2 in 2025, this included one child with an EHCP for moderate learning difficulties. 4 out of 5 children were on the SEN register and one child was a young carer. When interpreting this data, each child represents 20%.

One child also narrowly missed the expected standard with scaled scores of 98, EXP and 99. In addition, the service child in Year 6 achieved Greater depth in reading and writing and a strong expected in Maths. Services PP is not included in the data below.

	Reading	Writing	Maths	Combined
Exp	60%	40	40%	20%
GD	0%	0%	17%	0%
like for like EXP	62	58	59	46%
like for like GD	18	6	13	3%

Target setting using the RADI approach has not yet secured the intended increased academic outcomes for our PP pupils. Ambitious targets have been set for 25-26.

Continued effective partnerships with the Education Welfare Officer have sustained improved the rigour of attendance monitoring, actions and consistency of messaging to our most vulnerable families. **The impact on attendance of pupil premium pupils.....**

Senior Leaders and the Family Team have established support pathways for children and families with multiple vulnerabilities. This has provided additional capacity in target support, although families have required bridging support to access these services.

Partnerships have been established for Young Carers and as a result of this work, an awareness raising and support group will be established for 25-26.

Free breakfast and after school club has been extended to our most vulnerable PP children and those whose attendance is causing concern. These children have also accessed free clubs throughout the year. It's been necessary to increase the funding to support trips for our most disadvantaged families, as many have been struggling to manage due to the cost of living crisis. We have seen an increase in the take up of our morning bagel bar for all pupils. A rise in child hunger on Mondays is a major concern. To combat this food poverty, we will launch a food bank initiative for 2025-2026.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance
Reading Plus	Hybrid Learning
Timetables Rockstars	Maths Circle
Numbots	Maths Circle
Oxford Owl	Oxford University Press
Mabel	Online counselling and Speech and Language support offered by highly qualified specialists
RADI (implementation phase)	Challenging Education

Service pupil premium funding

A cohort of our pupils come from families who are subcontracted workers at RAF Spadeadam. Their parents' duties involve extensive travel and substantial time away, frequently in conflict or RAF support areas. Despite their family lives being subject to similar significant disruptions as those of other forces families, these children do not qualify for the Service Pupil Premium. Consequently, we track and support them using our internal 'vulnerability' indicators.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This small group of children are no longer mobile, so are able to benefit from the continuity of a single school placement. Additional 121 coaching discussions for reading and targeted academic intervention
What was the impact of that spending on service pupil premium eligible pupils?	These children have made accelerated progress when compared to their peers.

	<p>The service child in Year 6 achieved Greater depth in reading and writing and a strong expected in Maths. This is not included in current PP data.</p>
--	--

Further information - 24-25 PP attainment and progress data

All pupils Sept 24						All pupils summer 25					
Attainment^	R	W	M	SPAG	R/W/M	R	W	M	SPAG	R/W/M	
Nursery						75%					
Reception						93%					
Reception GLD * on track	35%						98.3	104.4			
Y1 Phonics Check	81%						64%	79%			
Y1 Cohort average SS		101.1									
Y1 Expected - SS 100+ (Report NTS Reading)		78%									
Y2 Phonics Check (cumulative)	96%										
Y2 Cohort average SS	102.3	100.1	103.8			102.8	99.9	108.2			
Y2 Expected - SS of 100+	77%	73%	88%			80%	72%	94%	64%		
Y2 National Exp (2023)	68%	60%	70%	-		68%	60%	70%	-		
Y2 Greater Depth - SS of 110+	23%	0%	12%			20%	0.0	44%			
Y2 National GD (2023)	19%	8%	16%	-		19%	8%	16%	-		
Y3 Cohort average SS	106.2	100.8	106.3	100.4		106.8	101.7	102.2	101.0		
Y3 Expected - SS of 100+	88%	69%	85%	62%	65%	92%	70%	77%	63%	59%	
Y4 Multiplication Check (Ave score)	20					23					
Y4 Cohort average scaled	106.8	101.3	105.3	106.1		107.7	102.0	109.2	102.0		
Y4 Expected - SS of 100+	85%	69%	85%	77%	62%	80%	68%	96%	72%	64%	
Y5 Cohort average scaled	108.5	98.6	104.3	112.8		107.4	101.9	102.2	109.0		
Y5 Expected - SS of 100+	84%	56%	80%	92%	52%	84%	60%	80%	80%	52%	
Y6 Cohort average scaled	100.2	95.8	95.4	95.4		106.4	104.8	103.6	104.2		
Y6 Expected - SS of 100+	68%	44%	24%	56%	20%	84%	84%	80%	76%	76%	
Y6 National Exp. (2024)	74%	72%	73%	72%	61%	75%	72%	74%	73%	62%	
Y6 Greater Depth - SS of 110+	16%	0%	0%	4%	0%	36%	16%	16%	28%	4%	
Y6 National GD (2024)	28%	13%	24%	32%	8%	33%	13%	26%	30%	8%	
PP Autumn 24						PP Summer 25					

Attainment^	R	W	M	SPAG	R/W/M	Attainment^	R	W	M	SPAG	R/W/M
Nursery						Reception GLD					63%
Reception						Y1 Phonics Check					80%
Reception GLD				29%		Y1 Cohort average SS		96.3	93.7		
Y1 Phonics Check				60%		Y1 Expected - SS 100+ (Report NTS Reading)		50%	33%		
Y1 Expected - SS 100+ (Report NTS Reading)		40%				Y2 Phonics Check (cumulative)					82%
Y2 Phonics Check (cumulative)				83%		Y2 Cohort average SS	101.1	96.3	104.3		
Y2 Expected - SS of 100+	75%	50%	75%			Y2 Expected - SS of 100+	75%	50%	75%		
Y2 National Exp (2023)	68%	60%	70%	-		Y2 National Exp (2019)	68%	60%	70%	-	
Y2 Greater Depth - SS of 110+	25%	0%	0%			Y2 Greater Depth - SS of 110+	25%	0.0	25%		
Y2 National GD (2023)	19%	8%	16%	-		Y2 National GD (2019)	19%	8%	16%	-	
Y3 Expected - SS of 100+	83%	67%	67%	67%	67%	Y3 Cohort average SS	104.3	101.7	99.5	99.0	
Y4 Multiplication Check (Ave score)				20		Y3 Expected - SS of 100+	83%	83%	83%	75%	83%
Y4 Expected - SS of 100+	90%	50%	50%	80%	50%	Y4 Multiplication Check (Ave score)					22
Y5 Expected - SS of 100+	50%	50%	33%	67%	33%	Y4 Cohort average scaled	107.6	100.9	109.6	109.0	
Y6 Expected - SS of 100+	14%	14%	0%	29%	0%	Y4 Expected - SS of 100+	78%	56%	100%	86%	56%
Y6 Disadv. National Exp. (2024)	62%	58%	59%	-	46%	Y5 Cohort average scaled	96.7	93.3	95.3	104.0	
Y6 Greater Depth - SS of 110+	0%	0%	0%	0%	0%	Y5 Expected - SS of 100+	50%	40%	50%	60%	33%
Y6 Disadv. National GD (2024)					3%	Y6 Cohort average scaled	101.1	95.3	100.3	98.1	
						Y6 Expected - SS of 100+	60%	40%	40%	50%	20
						Y6 Disadv. National Exp. (2024)	62%	58%	59%	-	46%
						Y6 Greater Depth - SS of 110+	0%	0%	17%	0%	
						Y6 Disadv. National GD (2024)	18%	6%	13%	20%	3%