



Be strong; be courageous.

Do everything in love.

1 Corinthians 16:13-14

Pupil Premium strategy statement 2024-27 (Year 2 – 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 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.

Pupil premium strategy statement

School overview

Detail	Data
School name	Archbishop Runcie CE First School
Number of pupils in school	137 (+26 place Nursery)
School proportion (%) of pupil premium eligible pupils	20 pupils
National proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	1 st December 2025
Date on which it has been reviewed	17.9.25
Date on which it will be next reviewed	1.9.26
Statement authorised by	Mrs Kate Massey, Headteacher
Pupil premium lead	Mrs Kathleen Francis, Deputy Headteacher
Governor / Trustee lead	Sarah Pickett and Teaching and Learning Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,580
Recovery premium funding allocation this academic year	£0
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	£46,580

Part A: Pupil premium strategy plan

Statement of intent

For there will never cease to be poor in the land. Therefore I command you, "You shall open wide your hand to your brother, to the needy and to the poor, in your land." Deuteronomy 15:11

Our Trust Deed (26th April 1861) states that our primary purpose as a school is for "...the education of the poor..." Today, we recognise the historic role the school played for the education of the most vulnerable of Gosforth. We recognise our role in promoting the next generation of children be courageous and do everything in love, as exemplified by our school vision, and our social justice mission to narrow the gap between those who are advantaged and those who are disadvantaged which we share with our predecessors, the wider church mission and the message of Jesus Christ.

Our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across all subject areas and fulfil their God-given potential. 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.

The activity outlined in this statement is directed at improving the teaching of children who are disadvantaged but, equally, is designed to support children of all needs and backgrounds, recognising that disadvantage comes in many different sizes, types and of differing durations. We know that what we do now has ramifications for the rest of our children's lives and that we, as a school, can play our part in narrowing that disadvantage to the very best of our abilities.

High-quality teaching for all 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 approach will be responsive to common challenges and individual needs, 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. On entry to Reception class in the 3 years preceding 2024, 60% of our disadvantaged pupils arrive below age-related expectations compared to 21% of other pupils. In 2023-24 100% of our disadvantaged pupils arrived below age-related expectations compared to 27% of other pupils. This gap narrows but remains significant to the end of KS2.
3	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3.7% lower than for non-disadvantaged pupils. In the 3 years preceding 2024, 35% of disadvantaged pupils have been 'persistently absent' over the last 3 years compared to 5% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Our assessments (including surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to domestic abuse, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. In the 3 years preceding 2024, 40% of disadvantaged pupils currently require additional support with social and emotional needs, receiving small group interventions.
5	In the 3 years preceding 2024, our assessments, observations and discussions with pupils and families have identified communication and interaction issues for 52% disadvantaged pupils, notably due a SEND needs including ASD. These children currently require additional support with social interaction and communication needs.

Intended outcomes 2024 - 2027

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
Improved oral language skills and vocabulary among disadvantaged pupils.	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.
Improved writing attainment among disadvantaged pupils.	By 2027, the gap between writing outcomes for children in receipt of PP and non-PP will narrow. In 2024, 39% of disadvantaged pupils met the expected standard in writing for their year group, compared with 70% of pupils who were not disadvantaged.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	In 2023-24, overall attendance of non-PP was 96% compared to PP children which was 92% Sustained high attendance demonstrated by: the overall absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations - a significant reduction in EBSNA and other SEMH support - an increase in participation in enrichment activities, particularly among disadvantaged pupils (from 70% in 2023-24 to 80% in 2024-25)
To achieve and sustain improved attainment and social development for PP & SEND pupils in our school.	Improved levels of attainment and social developments in 2025/26 demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations - attainment data - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Activity in this academic year (2025-26)

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: £15,205 Activity 2025-26	Evidence that supports this approach	Challenge number(s) addressed
30 hours Nursery provision to children in receipt of PP funding offered free of charge to parents and carers.	There is a strong evidence base that suggests early language interventions, such as high-quality classroom interactions, are inexpensive to implement with high impacts on language and vocabulary: Oral language interventions Teaching and Learning Toolkit EEF	1, 2, 3, 4, 5
Ensure that the activities that disadvantaged pupils are set consistently enable them to learn the intended curriculum.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Metacognition and Self -Regulated Learning Teaching and Learning Toolkit EEF	1, 2, 3, 4, 5
Ensure that misconceptions are consistently identified and addressed to further improve disadvantaged pupils' learning.	Evidence suggests that support via coaching for ECTs and existing teachers will enable teachers to use their combined knowledge both of curriculum content and their pupils to pre-empt what the class may find challenging, and how misunderstandings might arise. Exploring the Evidence: Prior knowledge and Pupil Misconceptions Teaching and Learning Toolkit EEF	1,2,3,4,5
Improve in class provision for vulnerable children through high quality, adaptive teaching	Ofsted Research Reviews and DfE Reading Framework both strongly recommend staff and leaders working together to focus on their practice and remembering that quality-first teaching has the most significant impact	1, 2, 3, 4, 5
•Refine the reading and writing cycle, in English •Continue to improve consistency of letter formation, handwriting and presentation •Get Writing adopted with consistency and fidelity •Review LTP in light of Writing Framework	Ofsted Research Reviews strongly recommend leaders working together with staff to produce curricula that is bespoke to the needs of a school's context as well as being ambitious and challenging. PP lead to focus on this and also develop it with teachers and middle leaders directly. The Writing Framework 2025	1, 2, 4, 5
We will support ongoing teacher development and pedagogy with the impact of developing all elements of literacy in order to raise outcomes in writing.	There is strong research that demonstrates the link between effective oral language capabilities and improved writing outcomes. Evidence-based recommendations show that developing pupils' language skills by encouraging them to read books aloud and	1, 2,

	have conversations with their friends about the texts and engaging with a wide variety of media, texts and topics can support writing development. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1678713307	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions) for 2025-26

Budgeted cost: £29,176

Activity 2025-26	Evidence that supports this approach	Challenge number(s) addressed
Engaging with RWI Fast Track intervention to provide school-led tutoring for pupils whose literacy skills have been most impacted.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF	1, 2,
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	1, 2
Whole staff training on SEMH strategies, management and approaches with the aim of developing SEMH specialism within the school	Both targeted interventions and universal approaches can have positive overall effects: Teaching and Learning Toolkit EEF	4, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing) for 2025-26

Budgeted cost: £7,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3, 4
Purchase Attendance SLA via Clennell Education Solutions	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Breakfast Club and use of Attendance Officer	In conjunction with embedding principles of good practice set out in the DfE's Improving School Attendance advice.	3

Part B: Review of outcomes in the previous academic year (2024-25)

Pupil premium strategy outcomes

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

Aim	Outcome
1a) 30 hours Nursery provision to children in receipt of PP funding offered free of charge to parents and carers.	This approach has had a positive impact with all children in receipt of PP, moving into Reception, working at ARE.
1b) Map vocabulary onto LTPs for all subjects.	This has been completed and is evident in teaching, on displays, knowledge organisers and has a high profile in school.
1c) Development of curricula, especially reading spine and English curriculum being further developed in order to further depth in learning.	The reading spine was reviewed and further developed. The writing LTP will be reviewed in light of the Writing Framework recommendations.
1d) We will purchase resources and fund ongoing teacher training and release time.	Regular coaching was implemented in EYFS and KS2. There was an investment in resources across the school. The impact was positive with an increase in teacher confidence and over 95% of pupils making expected or above expected progress in all areas of learning in Rec and 93% of all pupils making expected or above expected progress in core subjects in yr3 (Aut – Sum 2024/25)
1e) We will support ongoing teacher development and pedagogy with the impact of developing all elements of literacy in order to raise outcomes in writing.	Four staff undertook NPQs. NPQH – Passed NPQLT – Passed NPQ SENCo - ongoing NPQEYL – completed, awaiting results
2a) Engaging with RWI Fast Track intervention to provide school-led tutoring for pupils whose literacy skills have been most impacted	Fast Track was planned and implemented, with training being provided by specialist staff. Staff absence impacted on the consistency and success of this intervention.
2b) Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Additional phonics sessions were partially successful with 50% of PP children passing the Year 1 PSC.
2c) Whole staff training on SEMH strategies, management and approaches with the aim of developing SEMH specialism within the school	Additional opportunities were provided for children in receipt of PP funding. These included: • Noticing Nature • Additional Forest School intervention • RISE • Year 4 transition support • Staff training The impact was evident in children's behaviour and attitudes towards learning.
3a) Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new	Attendance SLA purchased. Attendance monitored with parent contracts/ fines issued where appropriate.

procedures and appointing attendance/support officers to improve attendance.			
3b) Purchase Attendance SLA via Clennell Education Solutions	Data Group	Overall Attendance 2023-24	Overall Attendance 2024-25
	All PP	92%	90%
	All non PP	96%	96%
3c) Breakfast Club and use of Attendance Officer	The impact of the Attendance Officer was positive: the persistent absent for PP children dropped by 11% from 2023-24 to 2024-25.		
		Overall Attendance 2023-24	Overall Attendance 2024-25
	Non PP attendance	92%	96%
	PP attendance	96%	90%
		2023-24	2024-25
	Non PP PA	6%	8%
	PP PA	41%	30%

Non Pupil Premium	Pupil Premium
GLD: 68%	GLD: 50% (2 children)
Year 1 Phonics Screen: 100%	Year 1 Phonics Screen: 50% (4 children)
Year 4 MTC: 39% full marks Av score 21/25	Year 4 MTC: 25% full marks Average score 18/25
Attendance: 96%	Attendance: 90%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose Maths Premium Resources	Trinity MAT
Master the Curriculum	
Accelerated Reader and STAR Reading	Renaissance Place
Read Write Inc.	Oxford Owl