Pupil premium strategy statement – Culworth Church of England Primary Academy

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	88
Proportion (%) of pupil premium eligible pupils	6.16
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)**	2025 -2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	D.Rosevear
Pupil premium lead	L. Cuttell
Governor / Trustee lead	K. Withey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,120
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0.00
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*	£12,120

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

At Culworth Primary Academy we aim for our disadvantaged pupils to have the same opportunities as everyone. We aim for them to access the curriculum and learning, values and vision of the school and all other opportunities of school life. We want them to succeed in their education with us so they can go onto achieve good results in later life and achieve success in the communities they will live in. We want to encourage high standards for all. We support those already achieving to progress further.

Our current strategy:

We focus on the needs of the children and how they as individuals need to be supported to succeed. We do this via high-quality teaching and targeted academic support we have wider strategies to help pupils to attend, belong and succeed.

The key principles for our strategy plan:

- *To ensure that needs are identified Early and acted upon to support children.*
- *To adopt a whole school approach to the development of High quality teaching and learning.*
- *To develop a whole school approach where all staff take responsibility for disadvantaged pupil's outcomes and raise expectation of what they can achieve*
- *Have a whole school approach to supporting the SEMH needs of children within the School behaviour systems with the aim of developing our school ethos.*

Challenges

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

Challenge number	Detail of challenge
1	Via effective identification of pupil needs, for example through diagnostic assessment and safeguarding procedures, we have identified that children have SEMH, behavioural and well-being needs.
2	Via effective identification of pupil needs, for example through diagnostic assessment we have identified that children have Attendance needs.

	There are significant costs associated with poor attendance rates including lower attainment, reduced earning potential and poorer mental health and wellbeing.
3	Via effective identification of pupil needs, for example through diagnostic assessment we have identified that children are low attainers in reading.
4	Via effective identification of pupil needs, for example through diagnostic assessment we have identified that children are low attainers in Maths.
5	Children have been identified as having less opportunities for Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips.

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
Improved reading attainment among disadvantaged pupils.	*KS2 reading outcomes in 2027/28 show that more than 80% of disadvantaged pupils met the expected standard.*
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more than 80% of disadvantaged pupils met the expected standard
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations - a significant 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 by 2027/28 demonstrated by: · the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%. · the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

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: £*6,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | EEF	3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. *We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training)*	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: assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf Improving Mathematics in Key Stages 2 and 3 | EEF	4

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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:	3

	Phonics | EEF	

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

Budgeted cost: £*120*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools | EEF	1
Whole staff training (Solihull Approach) on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF	1, 2
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.	2

Total budgeted cost: £ *12,120*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments:

The data demonstrated that disadvantaged children were working below age related expectations when leaving us in year 6. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently). The data demonstrates that children were below national expectations. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that school is supporting these needs well. Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course/ to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above. Our evaluation of the approaches delivered last academic year indicates that aspects of their strategy such as phonics interventions were found to be particularly more effective than during the previous academic year. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

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

Programme	Provider
ELSA	West Northamptonshire County Council
Extra Curricular activities	Various
Drawing and Talk therapy	Mindful Roots
Play Therapy	JOGO

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

We have a trained ELSA in school to support childrens SEMH needs.

Utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

CDP - Using the NPQ courses to ensure training at NPQSL and NPQH level.

We are developing a whole school approach to Mental Health and supporting behaviours.

We have worked closely with the English Hub to develop phonics over the last 3 years – this is now fully implemented in school.

Work with the Maths Hub started last year and will continue.

Children are supported by using EEF guidance and evidence to ensure needs are identified and they are supported to keep up not catch up. We will use this when implementing strategies