

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (for the 2023 to 2024 academic year) 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	Northgate Primary School
Number of pupils in school	460
Proportion (%) of pupil premium eligible pupils	6% (28)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jane Tanner Headteacher
Pupil premium lead	Suzanne Ferdinand Pupil Premium Teacher
Governor / Trustee lead	Ms Ros Fraser

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,050
Recovery premium funding allocation this academic year	£3,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,200
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	£42,400

Part A: Pupil premium strategy plan

Statement of intent

We have a clear, strategic approach to the use of Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in-depth data analysis ensures that the correct support and strategies are identified to maximise progress.

Our ultimate aim is for all pupils who face additional challenges to be supported to achieve to their full potential and strive to be successful. This is inclusive of all pupils, irrelevant of their level of prior attainment. As such, we aim to diminish the gap between disadvantaged pupils in the school and their non-disadvantaged peers in the school and nationally.

Our strategy is centred on all staff being trained and supported to deliver high quality teaching for all pupils. As widely believed, and referenced by the EEF 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.'

This approach is further supported with targeted small group and 1 to 1 work specifically aimed at filling pupils' knowledge and understanding gaps.

Our focus does not lie solely with the academic but looks at wider factors that can impact many students, regardless of whether they fall under the pupil premium umbrella. More than ever, pupils' wellbeing and mental health is critical in their ability to thrive. This is reflected in both whole school approaches and smaller initiatives detailed in the plan.

The provision of wider opportunities are also reflected in the schools desire to increase cultural capital, especially for our disadvantaged pupils. Bringing learning to life and shared experiences all contribute to enriching the curriculum and life experiences for our pupils.

All of our approaches are supported by research and evidence to ensure they are effective in supporting our pupils to be as successful as they can. We ensure that we take in to account:

- Research findings to support us in determining the strategies that will be most effective, e.g. The Education Endowment Foundation.
- The impact of previous strategies and interventions within the school.
- Strategies to further develop consistent high quality whole class teaching to meet the needs of all pupils, and especially those eligible to Pupil Premium funding.
- The ongoing training needs of teachers and teaching assistants to support high quality teaching and interventions.
- Awareness of how to enhance provision if the pupil also has special education needs or disabilities (SEN/D).

Challenges

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

Challenge number	Detail of challenge
1	<p>Pupils not achieving their full potential in reading</p> <p>Internal data indicates pupils are not making the same level of progress on average as their peers. Discussions and informal assessments in EYFS and KS1 suggest gaps in the consistent teaching of phonics due to closures could affect pupils reading levels.</p>
2	<p>Pupils not achieving their full potential in writing</p> <p>Internal data indicates pupils are not making the same level of progress on average as their peers. Discussions and informal assessments in KS1 and KS2 suggest gaps in the consistent teaching of phonics due to closures could affect pupil's phonic and spelling awareness.</p>
3	<p>Pupils not achieving their full potential in maths</p> <p>Internal data indicates pupils are not making the same level of progress on average as their peers. Discussions and informal assessments in maths suggest gaps in the consistent teaching due to closures could affect pupils' number facts such as variety of methods for calculations and timestables.</p>
4	<p>Attendance</p> <p>Our school data shows our pupil premium pupils' attendance on average was below that of non-pupil premium pupils</p>
5	<p>Behaviour</p> <p>Our discussions with staff, incident reports and well-being survey suggest an increase in pupil's needs for behavioural support particularly at lunchtimes although also to a smaller extent with pupils settling back into a large group learning environments. This is true of all pupils as well as our disadvantaged pupils.</p>
6	<p>Wellbeing</p> <p>Our assessments, discussions and well-being survey suggest an increase in pupil's needs for social and emotional support. This is true of all pupils as well as our disadvantaged pupils.</p>
7	<p>PP & SEN</p> <p>Our data shows we have a higher percentage of pupils with SEND who are also premium pupils.</p>

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
<ul style="list-style-type: none"> To diminish the gap between disadvantaged pupils in the school and their non-disadvantaged peers 	End of year outcomes show a narrowing of the attainment and progress of disadvantaged pupils
<ul style="list-style-type: none"> To target pupils with 1 to 1 and small group work to fill specific gaps in pupils knowledge and understanding in order to support their continued progress 	End of year outcomes show targeted pupils have made positive and significantly positive progress to meet their targets.
<ul style="list-style-type: none"> To address the personal, social and emotional needs of all children, to allow learning to take place. 	Through pupil voice, wellbeing questionnaires and discussions with stakeholders to show a positive change through the year in pupils attention, behaviour, participation and wellbeing.
<ul style="list-style-type: none"> To increase cultural capital for disadvantaged pupils and to enrich the curriculum through trips, extra-curricular activities and other experiences. 	Pupils are able to discuss visits and experiences in detail and talk about how that links to their learning (academically or culturally)

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated staff focusing on addressing the needs of all pupil premium pupils.	Raising awareness and bringing to the forefront disadvantaged pupils' attainment and progress with all staff. As stated as a key principle by the EEF, it is important to 'focus setting the achievement of children from disadvantaged backgrounds as a priority for our system'	1-7
Increase teachers and TAs knowledge of quality Teaching and Learning and how to accelerate learning: Training sessions on and off site to develop quality provision with quality differentiation. Lesson study to consider successful new approaches to improve the quality of teaching.	Quality First teaching is key to the success of all pupils. Carefully targeted and effective training can help educators deliver intervention and support that move children on in their learning. The focus will be on identified gaps from monitoring.	1, 2, 3, & 7
Improve progress/ attainment for year six pupils in writing and maths: Small classes in both Maths and English 4 x per week with DHT.	The 'Education Endowment Foundation: Teaching and Learning Toolkit' suggests that intensive tuition in small groups is effective and can ensure an improvement of five additional months' progress over the course of a year. This is reflected in school's data from previous years.	1, 2
Introduction of STAR assessments for PP, SEND & Lowest 20% of pupils	To enable a more accurate and detailed analysis of pupils gaps in order to ensure more precise teaching and intervention support as well as more specific feedback to both the pupils and parents.	1, 2, 3 & 7

	This is also identified as a benefit of technology in the EEF guidance report on using digital technology to improve learning.	
Introduction of Little Wandle Phonics and Reading Scheme One to one reading support. This includes using the newly created supporting materials for pupils below average in reading in Key Stage 2.	This program aims to ensure high quality consistent teaching of phonics and early reading for every child. As a school we follow the TARGET elements of effective interventions as described in the EEF Selecting Interventions guide.	1, 2 & 7

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve progress in writing for targeted children: 1:2:1 support that focuses on conferencing and editing of writing. Lessons to carefully structure learning. In class support for writing.	Previous evaluations of work in school show 1 to 1 conferencing has the most impact on accelerating writing progress. Feedback studies tend to show very high effects on learning. (EEF) These sessions will support teachers in giving effective feedback to pupil premium children. NFER . More successful schools have a consistent marking scheme which recognises pupils' achievements and sets out the next steps in their learning.	2 & 7

<p>Arithmetic groups aimed at filling in gaps in learning:</p> <p>Small group teaching planned by a qualified teacher addressing specific gaps that have been identified following testing</p>	<p>Previous evaluations of work in school show highly structured interventions has the significant impact on accelerating arithmetic progress.</p> <p>Takes on the recommendations in the EEF guidance Improving Mathematics in Key Stages 2 and 3</p>	<p>3 & 7</p>
<p>Accelerate progress in reading and phonics:</p> <p>Introduction of Little Wandle</p> <p>This includes using the newly created supporting materials for pupils below average in reading in Key Stage 2.</p> <p>Reading books for KS2 that match phonic levels.</p> <p>Support with identifying the gaps and how to close them.</p> <p>Small group activities for targeted children with spelling and phonic support.</p>	<p>In supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. (EEF)</p> <p>On average, reading comprehension approaches deliver an additional six months progress. (EEF)</p>	<p>1, 2 & 7</p>
<p>Language for Thinking</p>	<p>Structured program to develop children's language and to promote verbal reasoning and thinking skills.</p> <p>"Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers"</p> <p>EEF Toolkit – Oral Language Development</p>	<p>1</p>
<p>Peer Reading</p>	<p>Year 5 pupils support Year 1 & 2 pupils in 1:1 reading and to embed an enjoyment and excitement in reading.</p> <p>Studies have identified benefits for both tutors and tutees, and for a wide range of age groups.</p>	<p>1 & 6</p>

	<p>Successful approaches may also have other benefits, such as supporting the social and personal development of pupils and boosting their self-confidence and motivation for learning.</p> <p>EEF Toolkit – Peer Tutoring</p>	
<p>Additional needs and supporting materials</p> <p>Establishing consistent and specific approaches to support pupil development and independence</p>	<p>Targeted use of additional technology and materials to support teachers in preparing additional resources to allow pupils to more fully access the wider curriculum. This includes visual timetables and symbols to support understanding for SEND pupils.</p> <p>As EEF Chief Executive stated “It is not whether ...but how technology can be most effectively integrated.” We identified a specific need common for a number of different pupils in different classes and identified technologies to support this in line with the guidance report on using digital technology to improve learning.</p>	1, 2, 3 & 7

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lunch time support Pupils who struggle to cope with the unstructured nature of playtime have an opportunity for small group and adult supported activities.	Lunch time Chill Club which supports and develops children who find social skills difficult especially during unstructured time such as lunchtime and play time. Research proves that children who are active and have structures at lunchtime, behave better during afternoon lessons and are able to concentrate more for the duration of the school day. (ETEACH) Lunchtime sessions usually last around 20 minutes	6, 7
Homework support sessions	To support children and parents who find it difficult to find the time to support the child completing homework	1, 2, 3, 4, 7

Small group and teacher led opportunity for pupils to finish/complete homework in a supported environment and with peers	activities. There is a relatively consistent picture that pupils in schools which give more homework perform better (EEF.) It means children will be up to date with the work of their peers in activities such as reading whole class books/topic projects and spellings.	
Protective Behaviours Training	Protective Behaviours is a practical approach to personal safety. It is a process that encourages self-empowerment and brings with it the skills to raise self-esteem and to help avoid being victimised. This is achieved by helping individuals to recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection.	1 - 7
Supporting Pupils and their families financially to be fully involved with outside cultural capital events and school residential	Ensuring that our families are supported and pupils able to access the same opportunities as their peers is vital not only for their social and emotional development & mental health but also the life opportunities they experience in settings outside of school.	1 – 7
Increasing the number and range of clubs available to pupils both during the school day and outside school times (Including a free holiday club for pupils entitled to FSM)	According to the Child Poverty Action Group <i>“These clubs and activities help children engage with learning and feel fulfilled at school, and they help parents financially by allowing them to work or take up more hours. Unfortunately, many families don’t get to benefit from these clubs, either because they’re too expensive or because they’re not available.”</i>	

Total budgeted cost: £ 44,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our data for 22/23 shows pupil premium pupils made good progress. Year on year progress was broadly in line with expected (+3) in Key Stage 2. In Key Stage 1, progress was less than average, especially in Reading. Overall, progress in Maths for PP pupils was very good with 86% of pupils making positive or significantly positive progress. In reading and writing, it was 71.4%.

Lower KS1 progress has resulted in the inclusion of additional support added to this year's plan. This is through the introduction of the 'Language for Thinking' program and peer reading. Both interventions have a positive effect on pupil progress according to the EEF toolkit.

The introduction of Little Wandle has been positive and our Year 1 phonics pass was 88% (6% above national) For PP pupils, the pass rate was 33%. This is on low numbers and there is a 100% cross over with SEND. Additional support will be targeted in this area, as stated above.

Our End of Key Stage 2 data shows that all pupils attained highly. In GPS, reading & maths 83% of PP achieved exp+, in writing it was 100%. This is above that of non-PP pupils.

Previously successful strategies, included in our plan again for this year, such as writing conferencing and individual and small group reading & phonics interventions have had a positive impact on progress based on our internal data.

FSM & Ever 6 groups fell into our FFT higher performing groups for writing progress.

Our focus on arithmetic in upper Key Stage 2 has supported our aim of narrowing the attainment gap. 25% of PP pupils were at risk in Autumn term of not making expected progress, down to 4.7% in the Summer.

The successful introduction of online testing, and the resulting analysis to be able to target pupils' gaps has resulted in this being rolled out for the majority of year groups within the school.

Attendance at Northgate is good and our Pupil premium pupils are also attending well, although below that of Non-PP pupils. (0.9%) As all evidence shows, quality first teaching and successful interventions are an effective way of narrowing the gap in

attainment and progress so we will continue to have this as a focus area to ensure vulnerable pupils have the best possible opportunity.

Other observations and discussions with staff has brought to light the continued need to support and develop our vulnerable pupils' self-esteem and self-value. This has resulted in the introduction of the Protective Behaviours Training.

Externally provided programmes

Programme	Provider