

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding (for the 2025 to 2026 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	409
Proportion (%) of pupil premium eligible pupils	5.4% (22)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
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	£33,300 (@£1,515pp)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£33,300

# 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 is 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 support tailored to individual needs and involves work specifically aimed at filling pupils' knowledge and understanding gaps. This can involve small groups and 1 to 1 support as well as classroom adaptations to support all pupils access learning and reach their full potential.

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 is also reflected in the school's 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><b>Attainment</b></p> <p>Pupils not achieving their full potential in reading, writing and maths</p> <p>End of year data showed a good level of attainment for PP, above national comparisons in all areas. Whilst internal data indicates the school is on track for this again this academic year, lower years data does not indicate this is a long-term trend.</p>
2	<p><b>Attendance</b></p> <p>Our school data shows our pupil premium pupils' attendance on average was below that of non-pupil premium pupils. 41% of PP pupils are below 95% attendance and 1% persistent absence.</p>
3	<p><b>Behaviour</b></p> <p>Our discussions with staff and well-being survey suggest an increase in pupil's needs for behavioural support. This is true of lunchtimes and in school readiness at the beginning of the day as well as low-level disruption within the classroom. This is true of all pupils as well as our disadvantaged pupils.</p>
4	<p><b>Wellbeing</b></p> <p>Our assessments, discussions and well-being survey suggest an increase in pupil's needs for social and emotional support. This is particularly evident in older Key Stage 2 pupils around developing and maintaining friendships. This is true of all pupils as well as our disadvantaged pupils.</p>
5	<p><b>PP &amp; SEN</b></p> <p>Our data shows we have 45% crossover which is a higher percentage of pupils with SEND who are also pupil premium than non.</p>
6	<p><b>Mid-Year admissions.</b></p>

	Social and affordable housing new builds within the school catchment has resulted in a higher percentage of in-year admissions and in turn, higher percentage of those who are eligible for PP.
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## 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
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
To target support for pupils with additional needs and subject-specific requirements through in class adaptations.	End of year outcomes show targeted pupils have made positive and significantly positive progress to meet their targets.
To increase the percentage attendance and punctuality of pupils.	Whole school attendance figures increase from the current 95%
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.
To increase cultural capital for disadvantaged pupils and to enrich the curriculum through trips, extra-curricular activities and other experiences.	<p>Pupils are able to discuss visits and experiences in detail and talk about how that links to their learning (academically or culturally)</p> <p>Pupils successfully participate in addition non-academic projects and activities.</p>

## 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: £26,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Dedicated staff focusing on addressing the needs of all pupil premium pupils</b> – SDP focus on adaptations within the classroom</p>	<p>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'</p>	<p>1-6</p>
<p><b>Increase teachers' knowledge of quality Teaching and Learning and how to accelerate learning:</b></p> <p>Training sessions to develop high quality provision with a focus on purposeful adaptations and in-the-moment feedback.</p> <p>Use of national college resources for training and working alongside envision – a network of local schools for collaborative research and developing strategies to support learning.</p>	<p>Quality First teaching is key to the success of all pupils.</p> <p>Eliminating the glass ceiling through higher expectations of all pupils with well-planned adaptations.</p> <p>The National College (in a blog by Dr Katy Bloom) have supported these strategies "In today's classrooms, adaptive teaching takes us further by creating responsive learning environments that maintain high expectations for all pupils while providing just-in-time support."</p> <p>The use of effective verbal feedback shows high levels of accelerated progress (+7months in Primary) according to the EEF that states</p>	<p>1, 4, 5</p>

	“Impacts are highest when feedback is delivered by teachers.”	
<p><b>Improve progress/ attainment for year six pupils in writing and maths:</b></p> <p>Small classes in both Maths and English 4 x per week with DHT.</p>	<p>The ‘Education Endowment Foundation:</p> <p>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.</p>	1
<p><b>Increase TAs’ knowledge of quality Teaching and Learning and how to accelerate learning:</b></p> <p>Regular training for support staff focusing on building independence for lower attaining pupils</p>	<p>As described in the summary of recommendations for the deployment of TAs by EEF - and in collaboration with Teaching staff and scaffolded resources - over time, TAs should promote opportunities for independent learning and intervene appropriately.</p>	1, 3, 5

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Improve progress in writing for targeted children:</b></p> <p>1:2:1 and small group support every week that focuses on conferencing and editing of writing. Lessons to carefully structure learning.</p> <p>In class support for writing.</p>	<p>Previous evaluations of work in school show 1 to 1 conferencing has the most impact on accelerating writing progress.</p> <p>Feedback studies tend to show very high effects on learning. (EEF)</p> <p>These sessions will support teachers in giving effective feedback to pupil premium children.</p> <p>NFER. More successful schools have a consistent marking scheme which recognises pupils' achievements and sets out the next steps in their learning.</p>	<p>1, 3 &amp; 5</p>
<p><b>Arithmetic groups aimed at filling in gaps in learning:</b></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 have made a 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>1, 3 &amp; 5</p>
<p><b>Accelerate progress in reading and phonics:</b></p> <p>Continued use and refinement of the Little Wandle scheme.</p> <p>This includes using the newly created supporting materials for pupils below average in reading in Key Stage 2.</p>	<p>Improvements in phonics outcomes have demonstrated an effectiveness of the teaching of phonics</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>1, 3 &amp; 5</p>

<p><b>Whole class approach to guided reading</b> focused on pre-teaching vocabulary and well-modelled comprehension strategies.</p> <p>Small group activities for targeted children with spelling and phonic support.</p>	<p>On average, reading comprehension approaches deliver an additional six months progress. (EEF)</p>	
<p><b>Peer Reading</b></p>	<p>Year 5 pupils support Year 1 &amp; 2 pupils in 1:1 reading and to embed an enjoyment and excitement in reading.</p> <p>The national literacy trust promotes the enjoyment of reading for children and young people with a clear understanding that they are more likely to create a habit and read more often which in turn will help to build vital reading skills</p> <p>Their recent research also revealed that twice as many children and young people who enjoy reading in their free time have above average reading skills than children who don't enjoy it (34.2% vs 15.7%)</p>	<p>1, 3 &amp; 5</p>
<p><b>Additional needs and supporting materials</b></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 and lesson adaptations 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."</p>	<p>1, 3 &amp; 5</p>

	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.	
<b>1 to 1 Reading support</b> for the lower 20% of pupils 3 times a week	One of the key outcomes of research from the Book Trust is that “They [pupils] can experience better educational and social mobility. Children growing up in poverty are less likely to remain in poverty as adults. Throughout school, they are more likely to overcome the barriers caused by disadvantage.”	1 & 5

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

Budgeted cost: £3,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Lunch time support</b>  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	2, 3, 4 & 6

<p><b>Introduction of a school breakfast meeting.</b></p> <p>Dedicated time before school to meet and greet pupils, provide a breakfast and give resources for reading/computer activities etc.</p>	<p>Benefits of a Breakfast Bistro were published on the gov website as a case study and included; an increase in confidence, attendance, punctuality and encouragement in school preparation of pupils at home.</p>	<p>2, 3, 6</p>
<p><b>Increasing the number and range of clubs.</b></p> <p>Clubs available to pupils both during the school day and outside school times (Including a free holiday club and music club - Rock Steady - bursary for FSM pupils)</p>	<p>According to the Child Poverty Action Group “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.”</p>	<p>2, 3, 6</p>
<p><b>Introduction of Junior Duke Awards in 2026</b></p> <p>Extra-curricular events and challenges</p>	<p>A life skills award that helps children build confidence, resilience and independence. The Junior Duke Award has been designed to be <b>inclusive</b>. Every student, whatever their background, will benefit from the confidence and competence that the challenges develop.</p>	<p>2, 3, 4 &amp; 6</p>

**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 2024 to 2025 academic year.

In 2025, our largest percentage of pupils were in Year 6. 100% of them achieved ARE or above in Reading, Writing and Maths – above national average for all categories of pupils.

As a school, our numbers of pupils vary across year groups and attainment is also inconsistent. As a result, general trends are very hard to make and support is implemented on an individual basis. It is however clear to see that attainment is not this strong in all year groups.

Key Stage 1 - End of year 2 - data shows a lower than targeted attainment in writing and maths. School focused training to support pupils with this, such as classroom adaptations and effective use of adults, has been included in the plans together with previously proven strategies to support these areas further.

The introduction of Little Wandle has been positive and our Year 1 phonics pass was 90% (10% above national).

Our End of Key Stage 2 data shows that all pupils attained highly. In GPS, reading & maths over 93% of all pupils met the required standard with 100% of PP pupils also meeting this in all areas. This is above that on non-PP pupils.

Previously successful strategies, included in our plan again for this year, such as writing conferencing, individual and small group reading and phonics interventions have had a positive impact on progress based on our internal data. This is further supported in Years 3 and 5 with regular volunteer reader support, an extension to the peer reading programme and the introduction of trials of dreambox® reading plus to deliver highly targeted support.

The greatest gap in progress of PP pupils (across the school) compared to our expected attainment, is in Maths. As a result, diagnostic assessments have been introduced and additional time has been focused on the analysis of these. This is in order to create effective adaptations and to share strategies with additional adults (all in line with the school's SDP focus). Our focus on arithmetic in upper Key Stage 2 has supported our aim of narrowing the attainment gap in previous years and we will continue to implement this for the coming year. The school has also adopted the mastering number programme to support all learners from EYFS upwards. Early

evidence in discussions with staff and pupils has shown an increase in confidence and reasoning about number. We look forward to monitoring the progress and impact of this as the children move through the school.

Attendance at Northgate is good (currently 95.7%) and our Pupil premium pupils are also attending well, although below that of Non-PP pupils. As all evidence shows, quality first teaching, successful adaptations and well-planned interventions are an effective way of narrowing the gap in attainment and progress - so attendance continues to be a high priority ensuring all pupils benefit from this high-quality teaching.

Closely linked with attendance, is school readiness. We have seen an increase in the numbers of pupils either arriving late or struggling to regulate their emotions on arrival. As a result, we are introducing a breakfast meeting to enable pupils to enter school in a calmer environment and with access to breakfast, activities, support and sensory facilities.

Previously successful clubs such as lunchtime chill, pupil run creative clubs and WID committee, all have evidence of supporting pupils' behaviour and regulation at lunchtimes. In addition to this, the school is developing outdoor play provision and running emotional support and friendship groups such 'friendship matters' programme to help girls develop and maintain healthy friendships.

In continuing with previously proven strategies to support our pupils, and the addition of further research-driven approaches, we continue to strive for all pupils to reach their full potential.

## Externally provided programmes

Programme	Provider
Music tuition	Rock Steady
Holiday Camps	Schools Cool
Life Skills	Junior Duke
Dreambox Reading	Daisy Education

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)