

Pupil premium strategy statement

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.

School overview

Detail	Data
School name	Northlands Primary School & Nursery
Number of pupils in school	631 (+ 103 in Nursery)
Proportion (%) of pupil premium eligible pupils	39.3% (248) excl. Nursery
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mr B. Figg <i>Head of School</i>
Pupil premium lead	Mrs J. Brizman <i>Deputy Head Teacher</i>
Governor / Trustee lead	Mr S. Burke-Terson <i>Governor with responsibility for PPG</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£377,400
School-Led Tutoring funding 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	£377,400

Part A: Pupil premium strategy plan

Statement of intent

At Northlands we expect the very highest standards of education for all children. We have used PPG to provide additional support to accelerate the progress of targeted individuals and groups of pupils. We also have a clear philosophy that we want to provide children with opportunities that they may not always have access to outside of school, and increase their cultural capital. The school's extensive range of opportunities beyond the school day, enhance the children's development.

This was evidenced in our most recent Ofsted Report where personal development at Northlands was judged 'Outstanding'.

Pupils love their school. This is because the school gives them exceptional experiences. (Ofsted 2024)

The PPG has contributed towards the costs of these activities which include reading champions, staff to enable smaller teaching sets and 'awe and wonder' experiences for our pupils.

We also use our Pupil Premium Grant to employ colleagues as part of our inclusion team. We firmly believe that readiness for learning is key to success and that children perform better when they experience stability and consistency both at school and at home. We have a dedicated Inclusion Support Lead who works with our Inclusion Manager to support families in areas such as attendance, health and financial concerns and enables children to come to school ready to access the days' learning.

Our core aims

- To give our youngest pupils 'Bold Beginnings' to enable them to make good progress from low starting points.
- To raise achievement (attainment and progress) of pupils eligible for Pupil Premium so that their performance is at least in line with their non-Pupil Premium peers at Northlands
- For pupils to be self-regulated learners, using a range of skills to evaluate and improve their learning
- To ensure that disadvantaged pupils have access to robust wellbeing support and that good social, emotional and mental health enables readiness for learning
- Give disadvantaged pupils 'awe and wonder' experiences to enhance their cultural capital
- To improve pupils' vocabulary and reading fluency which will have a proven impact on their attainment

Challenges

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

Challenge number	Detail of challenge
1	Children in the earliest years of school having low literacy and numeracy skills. <i>Through intense intervention and support, 71.8% of children achieved a good level of development at the end of Reception in 2023 and 73% in 2024.</i>
2	High SEND across the school (21%) with a higher-than-average number of EHCPs (4%). A high proportion of disadvantaged pupils also having special educational needs (12% of PPG are SEND).
3	Emotional and social barriers, including adverse childhood experiences, faced by high numbers of pupils has a significant impact on learning
4	Attendance remains low (94.7% in 2020-21, 92.1% in 2021-22, 92.4% in 2022-23 and 93.1% in 2023-24) which although showing an improving picture since COVID restrictions were lifted is still below national attendance figures. <i>Leaders have tackled attendance issues head on. Despite this, too many pupils are still absent from school too often. They are missing crucial learning and the exceptional personal development. (Ofsted 2024)</i>
5	Through discussion with pupils, many have not experienced a range of visits outside of the local area – for example, a recent pupil perception survey showed that a high proportion of pupils in year 3 had never been to the seaside or visited London. The cultural capital for high number of our pupils is low.

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
Pupils in the early years to make accelerated progress from low starting points.	GLD continues to rise year on year, with additional staff employed to ensure support for all pupils.
Pupils to make accelerated progress in reading, ensuring more children are working at age related expectations and a higher number are achieving greater depth.	Employment of additional staff to deliver intensive intervention for children in KS1 and KS2 to improve reading ages, reading for fluency and foster a love of reading. For at least 75% of these pupils to make accelerated progress, bringing their attainment in line with age related expectations.
Pupils to make accelerated progress in English and maths, ensuring that more children are working at age related expectations and a higher number are achieving greater depth.	Employment of additional teaching staff to deliver quality first teaching to smaller groups. For at least 75% of pupils to make accelerated progress, enabling a higher percentage to work at age related expectations across the school.
The inclusion team to work closely with pupils, enabling them to access learning in class more readily and equipping them with the skills to address issues that may arise in readiness for secondary school.	Behaviour Mentor and Wellbeing Mentor to support children to increase readiness for learning. Significant behaviour incidents (including suspensions) to reduce significantly. Tailored support to be given to pupils at risk of permanent exclusion. Pupils on the cohort of the Wellbeing Mentor to have a reduction in Emotional Wellbeing incidents logged.
For the number of PAs to decrease, ensuring that pupils attend school and are able to reach age related expectations.	Inclusion Support Lead and Inclusion Manager to work with families on Early Help Attendance Plan / parental contracts to identify barriers to attendance and put support plans in place to increase attendance. Attendance 'rewards' to be introduced to give children something more to look forward to with regards to coming to school. School to continue to be vigilant in tracking attendance, with families made aware of concerns in attendance patterns before they drop significantly below 90%.

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: £297,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching staff employed in reception to enable staff to offer a greater range of focused activities and therefore raise attainment through more focused learning	In school evidence shows that progress is quicker for children working in smaller groups on specific skills with an adult. School has identified the need for all children to experience 'Bold Beginnings' and staffs this accordingly	1, 2
Additional teaching staff employed to enable children to be taught in smaller sets for English, phonics and reading comprehension, thereby enabling teaching staff to coach pupils more regularly and raise attainment through more focused learning	In school evidence shows that progress is quicker for children working in smaller groups on specific skills in reading. This is supported by the EEF who identify reading comprehension strategies and phonics as being high-impact interventions.	1, 2
Enhanced PPA to enable teachers to deliver high-quality interventions linked to classroom teaching	The EEF states that <i>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.</i>	1, 2
Purchase of <i>Reading Plus</i> intervention as well as more books to enhance our library and to engage reluctant readers Appointment of a part-time librarian to lead library sessions for children	DfE <i>Research Evidence on Reading for Pleasure</i> May 2012 states: <i>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).</i>	1, 2
Enriching the curriculum through trips and visitors as well as outside school provision such as breakfast club, swimming, residential visits	OFSTED 2019 has the requirement for educational settings to provide learners with "the knowledge and cultural capital they need to succeed in life"	5

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of additional staff to offer high-quality interventions across the school and thus exposing the children to a wide range of rich vocabulary	In school evidence shows that progress is quicker for children working in smaller groups on specific skills in reading. This is supported by the EEF who identify reading comprehension strategies and phonics as being high-impact interventions.	1, 2

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion support staff to ensure that children are able to overcome barriers and show a readiness for learning	<p>Effective pastoral care can:</p> <ul style="list-style-type: none"> • improve students' attendance and retention rates • foster an orderly atmosphere in which all students can access opportunities, and enhance their academic achievements • promote tolerance, especially in students and teachers with due regard for protected characteristics • subdue racism and inequality • teach respect for self and others (Benard, 1995, pp. 3–4). <p>In-school data shows that children are fully supported to be more ready for learning (CPOMS incidents / wellbeing support).</p>	3
Family support to work closely with parents on early intervention to enable pupils to come to school ready to learn and overcome external barriers to learning		3, 4
Employment of a social worker from BCCS for 2 days a week to deliver counselling for high profile children who have experienced adverse childhood experiences (ACEs)		3

Total budgeted cost: £377,400

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Table 1 shows the GLD results for 2024

Early Years Foundation Stage	% achieving GLD	% achieving EXP Reading	% achieving EXP Writing	% achieving EXP Number	% achieving EXP Num Pat	% achieving EXP <u>Self reg</u>	% achieving EXP Man Self	% achieving EXP <u>Rel</u>
All Pupils (88)	73%	75%	75%	74%	74%	88%	86%	89%
Pupil Premium (26)	46%	46%	46%	46%	46%	81%	81%	85%
Non-Pupil Premium (62)	84%	84%	84%	84%	84%	90%	89%	90%
Boys (45)	69%	71%	71%	70%	70%	84%	83%	85%
Girls (43)	76%	78%	78%	77%	77%	92%	91%	93%

Table 2 shows the phonics results for 2024

Year 1 Phonics	% achieving national expectations	Year 2 Phonics Resits	% achieving national expectations
All Pupils (90)	77%	All Pupils (8/18)	44%
Pupil Premium (25)	44%	Pupil Premium (13)	54%
Non Pupil Premium (65)	89%	Non Pupil Premium (5)	20%

Table 3 shows the end of KS1 results for 2024

End of Key Stage 1				
	No. of pupils meeting age related expectations	% of pupils meeting age related expectations	No. of pupils exceeding age related expectations	% of pupils exceeding age related expectations
Reading				
Pupils (90)	48	53%	9	10%
Pupil Premium (41)	19	41%	2	5%
Non Pupil Premium (49)	31	63%	7	14%
Writing				
All pupils (90)	47	52%	6	7%
Pupil Premium (41)	16	39%	2	5%
Non Pupil Premium (49)	31	63%	4	8%
Maths				
All pupils (90)	54	60%	12	13%
Pupil Premium (41)	22	54%	4	10%
Non Pupil Premium (49)	32	65%	8	16%
Combined Results (Reading, Writing and Maths)				
All Pupils (90)	48	53%	6	7%
Pupil Premium (41)	16	39%	2	5%
Non Pupil Premium (49)	32	65%	4	8%

Table 4 shows the end of KS2 results for 2024

End of Key Stage 2				
	No. of pupils meeting age related expectations	% of pupils meeting age related expectations	No. of pupils exceeding age related expectations	% of pupils exceeding age related expectations
Reading				
All pupils (91)	69	76%	21	23%
Pupil Premium (37)	25	67%	6	16%
<u>Non Pupil Premium</u> (54)	44	82%	15	28%
Writing (Teacher Assessment)				
All pupils (91)	76	84%	12	13%
Pupil Premium (37)	28	75%	2	5%
<u>Non Pupil Premium</u> (54)	48	89%	10	19%
Maths				
All pupils (91)	72	79%	16	18%
Pupil Premium (37)	23	62%	4	11%
<u>Non Pupil Premium</u> (54)	49	91%	12	22%
Combined Results (Reading, Writing and Maths)				
All Pupils (91)	62	68%	7	8%
Pupil Premium (37)	20	54%	1	3%
<u>Non Pupil Premium</u> (54)	42	78%	11%	11%

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
Jolly Phonics	Jolly Learning
Lexia	Lexia UK
Reading Plus	Reading Solutions UK

Further information

We have used our school-led tutoring contribution to upskill current members of staff who work closely with class teachers to give pupils access to high-quality tuition. Although not all pupils invited to this tuition have attended, rapid progress has been made by most who did attend. We have identified that this intervention has enabled children to make good progress and have therefore committed to continue funding this despite the school-led tutoring grant coming to an end.

The appointment of our Inclusion Support Lead to join our inclusion team has enabled parents to overcome their own barriers which in turn impacted on pupils' readiness for learning. She has also worked with families of pupils with SEND (many of whom are also PP). Through case studies, we have seen a positive impact in the attendance of some families, with TAFs being held for higher numbers of families to enable them to access support.

Attendance continues to be a barrier for many children. School leaders are addressing this head on and continue to work to support families in enabling children to attend school as frequently as possible.