

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	621 (+ 86 in Nursery)
Proportion (%) of pupil premium eligible pupils	44% (272) excluding Nursery
Academic year/years that our current pupil premium strategy plan covers	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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 I. Randle <i>Chair of Governors</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£350,405
School-Led Tutoring funding this academic year	£19,985
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	£4,034,419

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 and increase their cultural capital. The school's extensive range of opportunities beyond the school day, enhance the children's development. 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 Family Support Worker who supports 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 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 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. 68.5% of children achieved a good level of development at the end of Reception in 2022.

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 (33% 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 and 92.1% in 2021-22) with above average persistent absence (Almost 20% of pupils have attendance below 90%). Absence rates are higher for disadvantaged pupils (93.3% in 2020 and 89.9% in 2021). Attendance rates in 2021-22 were significantly lower due to COVID-19 absences and the coding surrounding isolation periods although leaders continued to work diligently to improve attendance of identified pupils.
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 to make accelerated progress in reading, ensuring more children are working at age related expectations.	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.	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	Behaviour Mentor and Wellbeing Mentor to support children to increase readiness for learning.

with the skills to address issues that may arise in readiness for secondary school.	Significant behaviour incidents (including exclusions) to reduce significantly. 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.	Family support worker and Inclusion Manager to work with families on Early Help Attendance Plan to identify barriers to attendance and put support plans in place to increase attendance. 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: £272,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 a range of new reading resources to enrich vocabulary and expose children to a wider range of language (including Reading Doorway materials to engage reluctant readers)	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: £39,000

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, wellbeing)

Budgeted cost: £58,500

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	Effective pastoral care can: <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 	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	<ul style="list-style-type: none"> 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). 	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)	In-school data shows that children are fully supported to be more ready for learning (CPOMS incidents / wellbeing support).	3

Total budgeted cost: £370,390

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 2021 to 2022 academic year.

Due to COVID-19, performance measures were not published for 2020 to 2021, and 2020 to 2021 results were not used to hold schools to account.

2021 to 2022 was the first year of formal SATs papers being administered since 2019.

Table 1 shows the Year 2 & Year 6 2022 SATs results analysis.

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)	66	73%	15	17%
Pupil Premium (35)	23	66%	0	0%
Non Pupil Premium (55)	43	78%	15	27%
Writing				
All pupils	63	71%	7	8%
Pupil Premium	21	60%	0	0%
Non Pupil Premium	42	76%	7	13%
Maths				
All pupils	63	71%	9	10%
Pupil Premium	22	63%	0	0%
Non Pupil Premium	41	75%	9	16%
Combined Results (Reading, Writing and Maths)				
All Pupils	57	64%	5	6%
Pupil Premium	19	54%	0	0%
Non Pupil Premium	38	69%	5	9%

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 (71)	47	66%	14	20%
Pupil Premium (25)	17	68%	5	20%
Non Pupil Premium (46)	30	65%	9	19%
Writing (Teacher Assessment)				
All pupils (71)	56	79%	11	15%
Pupil Premium (25)	18	72%	3	12%
Non Pupil Premium (46)	38	82%	8	17%
Maths				
All pupils (71)	52	73%	14	20%
Pupil Premium (25)	15	60%	1	4%
Non Pupil Premium (46)	37	80%	13	28%
Combined Results (Reading, Writing and Maths)				
All Pupils (71)	39	55%	5	7%
Pupil Premium (25)	13	52%	0	0%
Non Pupil Premium (46)	26	56%	5	10%

Table 2 shows a comparison in all year groups from the end of the previous year where the vast majority have improved. Year 6 2022-23 are receiving significant input and interventions in order to improve progress.

Year 1	Reading	Writing	Maths
End of Previous Year	20 22.5%	18 20.2%	19 21.3%
Summer 2022	69 77.5%	60 67.4%	68 76.4%
Difference	55% ↑	47.2% ↑	55.1% ↑

Year 2	Reading	Writing	Maths
End of Previous Year	56 62.9%	52 58.4%	53 59.6%
Summer 2022	66 74.2%	63 70.8%	63 70.8%
Difference	11.3% ↑	12.4% ↑	11.2% ↑

Year 3	Reading	Writing	Maths
End of Previous Year	47 55.3%	38 44.7%	48 56.5%
Summer 2022	66 77.6%	62 72.9%	74 87.1%
Difference	22.3% ↑	28.2% ↑	30.6% ↑

Year 4	Reading	Writing	Maths
End of Previous Year	61 69.3%	55 62.5%	60 68.2%
Summer 2022	70 79.5%	64 72.7%	72 81.8%
Difference	10.2% ↑	10.2% ↑	13.6% ↑

Year 5	Reading	Writing	Maths
End of Previous Year	61 70.1%	57 65.5%	57 65.5%
Summer 2022	54 62.1%	55 63.2%	62 71.3%
Difference	8% ↓	2.3% ↓	5.8% ↑

Year 6	Reading	Writing	Maths
End of Previous Year	46 64.8%	46 64.8%	51 71.8%
Summer 2022	62 87.3%	57 80.3%	57 80.3%
Difference	22.5% ↑	15.5% ↑	8.5% ↑

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
Bug Club	Pearson

Further information

During the period of school closure, there was regular contact with children either by telephone, Zoom lessons, DB Primary or doorstep visits if these weren't successful.

There was a high proportion of pupils who did not engage with home learning, and stringent support has been put in place for these children to enable them to 'catch up'.

Despite the period of school closure, in 2020-21 we continued to give children experiences they would not normally have had access to, such as Adventure Week for year 6, History Off the Page and Snakes Alive. We also had International Week where several classes experienced an African Drumming workshop.

2021-22 proved challenging for attendance as, due to government guidelines around COVID-19, school was showing COVID absences as authorised illnesses. As such, learning continued to be disrupted and we endeavoured to plug any gaps through intensive interventions.

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.

The appointment of our Family Support Worker to join our inclusion team has enabled parents to overcome their own barriers which in turn impacted on pupils' readiness for learning. 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.