

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Northbrook Primary Academy
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	36.51%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Christine Adams (Executive Headteacher)
Pupil premium lead	Mark Cunniffe (Headteacher)
Governor / Trustee lead	Kathie Bates (Chair of the Local Academy Council)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 85,420
Recovery premium funding allocation this academic year	£ 8, 266
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	£ 93,686

Part A: Pupil premium strategy plan

Statement of intent

We are committed to ensuring that every pupil, irrespective of starting point or background, achieve their potential, and use this principle to drive every discussion about the Pupil Premium spending. We ask challenging questions about how effective each action funded by the Pupil Premium has been in improving achievement.

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point, need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well:

- oral language
- reading
- vocabulary
- low expectations

However, we are also looking for improved attendance, family support and engagement, developing the skills of the staff and the children, extending opportunities for all children to take part in shared experiences, lowering levels of anxiety, increased self-awareness of emotions and the improved self-esteem of children.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Speaking and listening development</u></p> <p>Our assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p><u>Reading & Phonics</u></p> <p>Internal assessments show that some disadvantaged pupils attain less well in the Y1 Phonics check, negatively impacting on their development as readers. Alongside this there has been a lack of engagement with parents to read at home. Assessments show that fewer of our disadvantaged pupils achieve age-related expectations compared to others.</p>
3	<p><u>Negative Impact of the Pandemic</u></p> <p>Our assessments, observations and discussions with children and families show that many of our disadvantaged pupils' education has been disproportionately impacted by partial school closures. These findings are backed up by a number of national studies on partial school closures.</p>
4	<p><u>Attendance & Punctuality</u></p> <p>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p>
5	<p><u>Social, Emotional & Mental Health</u></p> <p>Our assessments, discussions and observations show Increasing social, emotional & mental health issues that impact on learning for our disadvantaged group. Since the pandemic referrals have increased</p> <ul style="list-style-type: none"> - Increase in Early Help referrals - Increase in parental poor mental health - Increase in parental/family substance abuse cases - Increase in DV cases
6	<p><u>Engagement & Attitudes to Learning</u></p> <p>Our assessments and observations show a lower engagement in learning for disadvantaged boys compared to their non-disadvantaged peers.</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
Improved oral language/ speaking & listening and vocabulary for all disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved Phonics outcomes among disadvantaged pupils	Phonics teste scores demonstrate a closing of the gap between disadvantaged children and their non-disadvantaged peers, in the Y1 and Y2 Phonics Tests.
Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in 2024/25 show a significant increase in disadvantaged pupils meeting the expected standard.
Improved rates of progress in maths fluency for all disadvantaged pupils	KS2 maths outcomes in 2024/25 show a significant increase in disadvantaged pupils meeting the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being in line with their peers.
Increased profiling of children so children at risk have early intervention and are supported.	Increase in children and families identified and supported Early Help referrals increase as necessary
Increased number of parents engaging in their children's learning in particular reading at home.	Increased number of parents participating in home learning. Workshops well attended. Parents engaging with Parents evenings and school events.
To see increased engagement in learning and change in behaviour in school	Reduction in the % of disadvantaged children being removed to reset on the 'Behaviour Gauge'. Children reading at home and completing homework.

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: £ 58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD Buy into support from DBE and other quality assured providers.</p>	<p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	2 4 5 6 7
<p>Forest Schools Pastoral lead Forest Trained at Level 3 and deliver forest schools to disadvantaged pupils and other vulnerable groups throughout the school to develop PSED.</p> <p>Train an additional member of staff to support delivery across the school.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	1 3 5 6
<p>Small classes to support learning</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1 2 3
<p>Intervention Tutor for English Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1 2 3 5 6

	evidence/teaching-learning-toolkit/small-group-tuition	
<p>Speech and Language programme – Teaching Assistant</p> <p>Wellcomm Training</p> <p>Welcomm Resources</p>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2 4 5 6 7
<p>Nessy Training</p> <p>Relevant staff trained in use of Nessy, working with emergent writers, English language learners or older children struggling to acquire basic literacy skills,</p>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1 2 3 6
<p>Phonics Bug Training</p> <p>Working with Phonics lead to enable all staff to teach phonics effectively Embedding phonics bug techniques as part of a whole school reading approach and improve reading outcomes across the school. This will include professional development, instructional coaching and teacher release time working with external expertise.</p>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 2 3 5 6
<p>Purchase of Decodable Phonics Books</p> <p>Ensuring consistency of teaching of early reading and phonics and purchase of additional reading books (decodable) matching to developing phonic knowledge. This will include professional development, instructional coaching and teacher release time working with external expertise from our English hub.</p>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 2 3 6
<p>Maths Consultancy. Embedding Maths Mastery approaches through school</p> <p>Improving Maths in school (SIP) - CPD training for Teachers, Teaching Assistants</p> <p>Problem Solving / reasoning and challenge – White Rose</p> <p>Basic skills and Fluency</p>	Mastery learning EEF (educationendowmentfoundation.org.uk)	3 4 6

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision mapping meetings</p> <p>To cover classes in order to release staff to discuss the needs of vulnerable pupils/plan/monitor impact.</p>	<p>Championing the disadvantaged: The UK's pupil premium Centre For Public Impact (CPI)</p>	<p>2 4 6</p>
<p>Reading</p> <p>Children reading class novels each day for 15 mins to develop love of reading and vocabulary and understanding.</p> <p>Daily guided reading lessons to develop reading comprehension and vocabulary.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1 2 3 6</p>
<p>Nessy</p> <p>An intervention targeting children with dyslexia or low levels English</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	<p>1 2 3</p>
<p>Reading Partners</p> <p>Reading partners- children in school hear readers at break and lunchtimes</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	<p>1 2 3 6</p>

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium is well led across the school by a member of SLT as the school's Pupil Premium Champion</p>	<p>Pupil premium: update on schools' progress - GOV.UK (www.gov.uk)</p> <p>Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Behaviour, Culture & Ethos Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	4 5 6
<p>Family Support Worker and Safeguarding Manager Working with families and external agencies to ensure children are safe and emotionally ready to learn</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4 5 6
<p>Attendance Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures, working with the Trust, Local Authority. Develop a breakfast club through the NSBC to support punctuality and attendance.</p>	<p>https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</p>	4 5 6
<p>Parental Workshops in Reading and Phonics</p>	<p>https://educationendowmentfoundation.org.uk/education-</p>	1 2

	evidence/teaching-learning-toolkit/parental-engagement	4 6
<p>Rewards for good attendance/ambitious targets</p> <p>Termly and annual awards to raise motivation of all pupils to attend school and achieve ambitious targets</p>	The link between absence and attainment at KS2 and KS4, Academic year 2018/19 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)	8
<p>Curriculum Learning – school trips</p> <p>To support access to curriculum learning through school trips, visitors and clubs and outward bounds holidays.</p>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4 5 6
<p>Staff CPD for Kidsafe</p> <p>Staff CPD for delivering Kidsafe</p>	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1
<p>Breakfast club and After School Club</p> <p>Provide places for disadvantaged pupils to attend BSC and ASC where necessary.</p>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	4 5 6

Total budgeted cost: £ 93,500

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.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from KS2 tests and assessments show that the outcomes of disadvantaged children was below the national performance on non-disadvantaged children. However, progress for disadvantaged children is increasing. Disadvantaged girls demonstrated greater progress than their non-disadvantaged peers. Internally, disadvantaged children performed better than their non-disadvantaged peers in reading and broadly in line within grammar, punctuation & spelling.

Within EYFS disadvantaged children performed better than non-disadvantaged children within the class (small number of disadvantaged children).

Absence among disadvantaged pupils was higher than their peers in 2022/23 (92.1% attendance compared to 95.1%). However, this figure was above FFT National figure for disadvantaged children 91.3%. Disadvantaged data was negatively impacted by a small number of boys in both in Reception, Year 1 and Year 4 who were persistently absent. However, whole school persistence absence (16%) was below the FFT National figure of 19%.

These results mean that we are not at present on course to achieve the all outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the activity in 'This Academic Year' section above.

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
Welcomm Package	GL Assessment

Further Information

We will continue to develop our outdoor learning provision. This will include the development of our outdoor areas and the EFYS outdoor provision. In addition, we will be developing our Forest Schools offer across school. Evaluation of Forest School activities suggest that they can improve pupils' confidence, social skills, communication, motivation, physical skills and knowledge and understanding.