

Pupil premium strategy statement – Northbrook Primary Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	35.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25 to 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Gareth Counce) Director of Primary)
Pupil premium lead	Matthew Knowles (Assistant Headteacher)
Governor / Trustee lead	Gareth Counce (Director of Primary)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 109,917
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 109,917

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. The 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.

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 will have a positive impact on all learners across school, which includes disadvantaged children. 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, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well:

- oral language,
- low reading ability,
- poor vocabulary.
- low engagement in and behaviours for learning,
- low aspirations and self-esteem.

However, we are also looking for:

- improved attendance, family support and engagement,
- extending opportunities for all children to take part in shared experiences,
- lowering levels of anxiety,
- increased self-awareness of emotions,
- 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	Speaking and listening development: 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
2	Reading & phonics: Internal assessments show that disadvantaged pupils attain less well in the Y1 Phonics check, negatively impacting on their development as readers. Assessments show that fewer of our disadvantaged pupils achieve age-related expectations compared to others. Through monitoring of reading records, it has shown that disadvantaged children have less opportunities to read at home.
3	Attendance & punctuality: Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance. Disadvantaged children had a lower attendance compared to non-disadvantaged children. A greater percentage of disadvantaged children have been persistently absent compared to their non-disadvantaged peers.
4	Social, emotional and mental health: Our assessments, discussions and observations show Increasing social, emotional & mental health issues that impact on learning for our disadvantaged group.
5	Engagement and attitudes to learning: Our assessments, observations and analysis of the school engagement tracker have shown a lower engagement in learning for disadvantaged boys compared to their non-disadvantaged peers

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 for all disadvantaged pupils	Phonics test scores demonstrate a closing of the gap between disadvantaged children and their non-disadvantaged peers, in the Y1 and Y2 Phonics Tests.
Disadvantaged pupils leave Northbrook as confident readers.	KS2 reading outcomes in 2025/26 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 2025/26 show a significant increase in disadvantaged pupils meeting the expected standard.
To sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <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 non-disadvantaged peers.
Increased profiling of children so vulnerable children and families have early intervention and are supported effectively.	Effective use of school data and external assessments to ensure that the school identifies the appropriate support for children and families to successfully remove barriers to the child's learning.
Improved progress and outcomes in writing for disadvantaged pupils.	KS2 writing outcomes and writing data across the school in 2025/26 show a significant increase in disadvantaged pupils meeting the expected standard.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality CPD Buy into support from internal (within MAT) and external quality assured providers to ensure that the development of teaching and learning is front and centre of the school's development plan.	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1 2 5
Formative Assessment Strategies Further development of formative assessment strategies to improve pupil's understanding of planned disciplinary learning outcomes and help pupils to become self-directed learners.	Metacognition and Self-regulated Learning EEF	1 2 5
Read Write Inc Phonics Training. Reading lead to enable all staff to teach phonics effectively embedding RWI 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 experts.	Oral language interventions EEF Phonics EEF	1 2 3 5

Mastering Number CPD training for Teachers, Teaching Assistants Problem Solving / reasoning and challenge – White Rose Basic skills and Fluency	Improving Mathematics in the Early Years and Key Stage 1 EEF	3
Teaching Assistants Employment of Teaching Assistant for every class during the morning sessions to support independent learners.	Making Best Use of Teaching Assistants EEF	1 2 5
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.	Collaborative learning approaches EEF Metacognition and self-regulation EEF Social and emotional learning EEF	1 3 5

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

Budgeted cost: £6,917

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily Phonics Intervention Daily 1to1 phonics intervention focussing on gaps in learning.	Phonics EEF	1 2

<p>Reading</p> <p>Children reading class novels each day for 15 mins to develop love of reading and vocabulary and understanding. Daily guided reading lessons to develop reading comprehension and vocabulary.</p>	<p>Oral language interventions EEF</p> <p>Reading comprehension strategies EEF</p>	<p>1</p> <p>2</p> <p>3</p>
<p>Reading Partners</p> <p>Reading partners- children in school hear readers at break and lunchtimes</p>	<p>Peer tutoring EEF</p>	<p>1</p> <p>2</p> <p>3</p>
<p>Speech and Language programme – Teaching Assistant</p> <p>TalkBoost Training for the designated TA and TalkBoost Resources to support the delivery.</p> <p>Lingo SALT training to develop Speech and Language</p>	<p>Oral language interventions EEF</p>	<p>1</p> <p>2</p> <p>3</p>

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour, Culture & Ethos Whole staff training on behaviour for learning with the aim of developing our school ethos and improving behaviour across school.	Improving Behaviour in Schools EEF	3 4 5
Safeguarding Manager (Deputy DSL) Working with families and external agencies to ensure children are safe and emotionally ready to learn	Social and emotional learning EEF	4 5
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.	Attendance interventions rapid evidence assessment EEF	4 5
Breakfast club Working with the NSBC to create a daily breakfast club to support punctuality and attendance	EEF statement: re-publication of the evaluation of school... EEF	4 5
Parental Workshops in Phonics Develop training for parents to support early reading at home.	Parental engagement EEF	1 2 4 6

Support for Parents of Children with SEND Provide increased support for SEND families.	Special Educational Needs in Mainstream Schools EEF Parental engagement EEF	
Curriculum Enrichment To support access to curriculum learning through school trips, visitors and extra-curricular clubs.	Collaborative learning approaches EEF	4 5 6
Wrap Around Care Provide places for disadvantaged pupils to attend BSC and ASC when necessary.	Extending school time EEF Improving Social and Emotional Learning in Primary Schools EEF	4 5 6

Total budgeted cost: £108,350

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year; using Key Stage 1 teacher assessments, Key Stage 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. Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2023/24 was below national averages within EYFS and KS1. The data demonstrates increased progress for children during the KS2 programme of study, however, the internal assessment data continues to show a gap between disadvantaged and non-disadvantaged pupils.

At KS2 in 2025 the results were as shown below for the Year 6 disadvantaged cohort. Disadvantaged children performed above national standards for disadvantaged children within reading and close to national average in maths and writing. Although achieving in line with national figures with disadvantaged children, data continues to show a gap between disadvantaged and non-disadvantaged pupils in school.

	Reading	Writing	Maths
Total	79.3%	75.9%	82.8%
Non Disadvantaged	80%	93.3%	93.3%
Disadvantaged	78.6%	57.1%	71.4%

Absence among disadvantaged pupils was higher than their peers in 2023/24 (92.4% attendance compared to 95.2%) and a greater percentage of disadvantaged children were persistently absent compared to their non-disadvantaged peers (28% compare to 11%).

In 24/25 attendance for disadvantaged children was above the national average for disadvantaged children (school 92.7% and national 92.6%) showing a relative improvement on 23/24 academic year. Persistent absence of Disadvantaged Children showed to be close to average nationally (school 27.4% and national 24.4%)

Our observations and assessments demonstrated that pupil behaviour improved again last year, with a significant reduction in behavioural incidents and suspensions. The number of disadvantaged boys displaying disruptive behaviour in class has reduced, evidencing that children have become accustomed to the high standards around behaviours for learning as well as the implementation of a school behaviour system that focuses on restorative and reflective practice.

These results mean that we are not at present on course to achieve the all outcomes as stated in the 'Intended Outcomes' that we set out to achieve by 2027/28. Performance in phonics/reading and writing, continues to be a significant focus. 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.

Analysis of internal data and pupil tracking indicates that disadvantaged pupils are demonstrating lower levels of engagement with their learning compared to their non-disadvantaged peers. 52% of disadvantaged pupils showed authentic and sustained engagement in lessons, compared with 74% of non-disadvantaged pupils. This gap suggests that further support is needed to increase motivation, participation, and resilience among disadvantaged learners, ensuring that all pupils are equally equipped to make strong progress.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read Write Inc Phonics	Ruth Miskin
Wellcomm Package	GL Assessment
TT Rockstars	Maths Circle
SNAP Assessment	Hodder Education
LINGO	Wendy Lee

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

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