

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	186
Proportion (%) of pupil premium eligible pupils	40.3%
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 2027-28
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	Mark Cunniffe (Headteacher)
Governor / Trustee lead	Gareth Counce (Director of Primary)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 108, 350
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 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>	£ 108,350

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. 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 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,
- low reading ability,
- poor vocabulary.
- low engagement in and behaviours for learning,
- low expectations.

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. 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.
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. Since the pandemic referrals have increased - COVID related issues - Increase in Early Help referrals - Increase in DV cases
5	Engagement and attitudes to learning: Our assessments and observations show 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 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 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.

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
<p>High Quality CPD</p> <p>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</p>	<p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p> <p>2</p> <p>5</p>

of the school's development plan.		
<p>Formative Assessment Strategies</p> <p>Further development of formative assessment strategies to improve pupil's understanding of planned disciplinary learning outcomes and help pupils to become self-directed learners.</p>	Metacognition and Self-regulated Learning EEF	1 2 5
<p>Speech and Language programme – Teaching Assistant</p> <p>Wellcomm Training for the designated TA and Wellcomm Resources to support the delivery.</p>	Oral language interventions EEF	1 2 3
<p>Read Write Inc Phonics Training.</p> <p>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.</p>	Oral language interventions EEF Phonics EEF	1 2 3 5
<p>Mastering Number</p> <p>CPD training for Teachers, Teaching Assistants Problem Solving / reasoning and challenge – White Rose Basic skills and Fluency</p>	Improving Mathematics in the Early Years and Key Stage 1 EEF	3
<p>Teaching Assistants</p> <p>Employment of Teaching Assistant for every class during the morning sessions</p>	Making Best Use of Teaching Assistants EEF	1 2 5

to support independent learners.		
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: £5,350

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
Reading 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.	Oral language interventions EEF Reading comprehension strategies EEF	1 2 3
Reading Partners Reading partners- children in school hear readers at break and lunchtimes	Peer tutoring EEF	1 2 3

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

Budgeted cost: £40,000

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

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

Total budgeted cost: £108,350

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

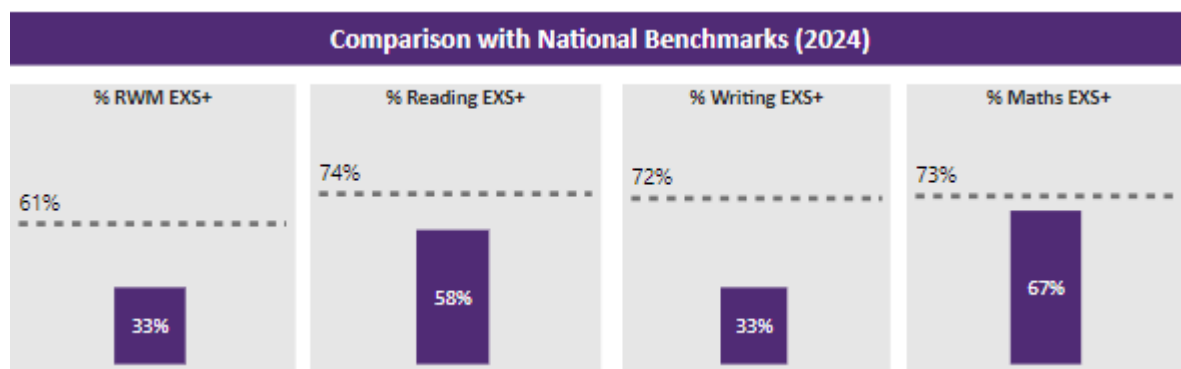
We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year; using Key Stage 1 teacher assessments, Key Stage 2 performance data, phonics check results and our own internal assessments.

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 2024 the results were as shown below for the Year 6 disadvantaged cohort.

Year 6 pupils	RWM		Reading		Writing		Maths	
No Year 6 Pupils	No EXS+	No GDS	No EXS+	No HS	No EXS+	No GDS	No EXS+	No HS
12	4	0	7	1	4	0	8	4
	% EXS+	% GDS	% EXS+	% HS	% EXS+	% GDS	% EXS+	% HS
	33%	0%	58%	8%	33%	0%	67%	33%

Disadvantaged children performed broadly in-line with their non-disadvantaged peers within reading and maths but performed lower in writing. Disadvantaged children performed significantly below the national averages within reading and writing.



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%). However, attendance for disadvantaged children was above the national average for disadvantaged children (FFT attendance data school 92.4% and national 91.8%).

Attendance Headlines		Year To Date			28 Aug 23	19 Jul 24
All	Female	Male	FSM6	Not FSM6	Persistent absence (YTD)	
94.3%	95.3%	93.5%	92.4%	95.6%	18.0%	

Our observations and assessments demonstrated that pupil behaviour improved again last year, with a significant reduction in removals from class, internal exclusions and suspensions. The number of disadvantaged boys removed from class has reduced, evidencing that children have become accustomed to the high standards around behaviours for learning.

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.

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

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