

Pupil premium strategy statement – Northfold C. P. School

This statement details our school's use of pupil premium (and recovery 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	205
Proportion (%) of pupil premium eligible pupils	24.3
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)	2023-2025
Date this statement was published	November 2023
Date on which it will be reviewed	Summer 2025
Statement authorised by	Brian Walsh
Pupil premium lead	Brian Walsh
Governor / Trustee lead	Rhea Stephenson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80895
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£7359
Pupil premium funding carried forward from previous years	£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>	£88254

Part A: Pupil premium strategy plan

Statement of intent

All of the children in our school deserve the best learning opportunities that we can provide to ensure that they each have the best possible chance to reach their full potential.

It is our intention that all children from disadvantaged backgrounds will thrive at our school, develop a love of learning and make the most of every opportunity we can provide them. All staff are ambitious about what our disadvantaged children can achieve and will each strive to ensure that they each have the best start to their education.

Our Pupil Premium Strategy ensures that all disadvantaged pupils have access to additional personalised support for their learning, when required, specifically to support the acquisition of key knowledge and skills such as reading, writing, grammar & punctuation and Maths.

In addition to providing academic support, our disadvantaged pupils have access to a wide range of opportunities to develop their cultural capital across a wide range of different areas of school life.

As well as this, there is also specific support provided to improve attendance and positive behaviour in school so that all of our disadvantaged children have the greatest chance to achieve their full potential.

Common barriers to this can often be less support at home, restricted or no access to technology, weaker language and communication skills, lack of confidence, behaviour difficulties and attendance and punctuality issues.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments indicate that many disadvantaged children have under developed speech and language knowledge and skills when they join our school in EYFS.
2	Our attendance data indicates that a higher percentage of disadvantaged pupils have lower attendance than non-disadvantaged pupils. Our internal assessment data also shows that for those that have lower than average attendance levels it is having a detrimental impact on their learning.
3	Our pupil discussions indicate that disadvantaged pupils have less access to activities that develop their cultural capital when school is closed during the weekends and holidays despite school directing parents/carers to free holiday club places.

4	Attainment of Pupil premium children in core subjects is, on average, lower to that of their peers, particularly in writing from Y1-Y5.
5	Our internal tracking, and historical data, indicates that our disadvantaged children find phonics challenging to master.

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
1. Improved oral language skills and vocabulary among disadvantaged pupils.	A wide range of assessment data indicates significantly improved oral knowledge and skills for disadvantaged pupils. There is further evidence of high engagement in lessons and school life through a wide range of formative and summative assessments.
2. The number of disadvantaged pupils passing the Phonics Screening Check in Year 1 is above the national expectations for all groups.	The Year 1 Phonics data shows an upward trend in the % of disadvantaged pupils achieving the expected standard. By 2025, the achievement of this group of pupils will be in line with the national average for all pupils.
3. Pupils and their parents/carers are highly motivated to attend school.	The percentage of disadvantaged pupils with attendance % at or above the national expectation is comparable with non-disadvantaged pupils.
4. For all disadvantaged pupils to be receiving the support they need in school to achieve the expected standard in Reading through timely additional support/intervention. Teaching Assistants will use a baseline to assess where the children are at the beginning of the intervention and again afterwards in order to ensure progress has been made.	For the disadvantaged pupils to have been placed in effective and timely intervention groups for English and Maths, with skilled support staff and to be given additional academic support in order to achieve their full potential. This will be assessed through formative and summative assessment.
5. Pupils have access to a wide range of experiences that develop their cultural capital.	Disadvantaged pupils have access to a wide range of experiences that will propel them to achieve their best in their lives. The experiences they have mean they learn from the best that has been said and written which enables them to move on to the next stage of their learning with confidence.

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: £ 62422.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to use a specialist teacher to screen children in need of language support and bespoke programmes put in place.	Oral Language Interventions/Toolkit Strand/Education Endowment Foundation/EEF. Some of our disadvantaged children enter school with weak language and communication skills so the targeted use of approaches supports disadvantaged pupils to catch up with their peers, particularly when provided on a one to one basis.	1,2
Staff to use Colourful Semantics scheme to support children in school.	Phonics/Toolkit Strand/Education Endowment Foundation/EEF. This training helps to support children in their understanding of the use of language, particularly in their writing. We have seen the improvement of children's writing when using this tool to support them previously.	1,2,4
Utilise highly knowledgeable staff to deliver additional phonics to those children who are working below the age-related expectation/did not achieve the expected level in Year 1.	EEF, Closing the Disadvantaged Gap: Oral Language Interventions. The targeted use of approaches supports disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.	1,2,4
Staff CPD	The use of effective and high quality staff CPD for Phonics and English to ensure the EEF principles are being followed. Staff attending training must cascade this information to other staff during staff meeting time, both for teachers and Teaching Assistants.	1,2,4
Learning mentor to work alongside families to promote and encourage school attendance.	Working together to improve school attendance.	1-5

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

Budgeted cost: £ 20277.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic intervention by trained Teaching Assistants in school to ensure that these children achieve their full potential in the core subjects. Higher than average Teaching Assistant support in some classes providing academic, social and emotional support. Make use of Talkboost in EYFS.	Pupils are placed in timely interventions and are monitored carefully to ensure progress is being made and that they are at least in line with their peers nationally. Interventions in every class will take place for 'catch up' from the English and Maths work for children who may have struggled so that everyone is able to access the work the following day. Daily interventions will ensure children are reaching their full potential in all areas of English and Maths and that they are at least in line with their peers nationally. Small Group Tuition/EEF	1,2,4
Disadvantaged pupils with additional needs will be given specific targeted programmes to ensure progress.	SEND children need specific and timely support to ensure access to the curriculum is enhanced. This support takes place in all classrooms. Teaching Assistants have been placed around school to make use of their expertise so that SEND children make progress. Release time provided for SENDCo to carry out role effectively. One to One Tuition/EEF	1,2,4
Teaching Assistants take children on a one to one basis to support their individual needs.	Teaching Assistants work with children on a one to one basis to ensure the needs of the individual are met. There are varied interventions that take place, including intervention groups for children with social and emotional needs. One to One Tuition/EEF	1,2,4

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

Budgeted cost: £ £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Maintain the role of the Family Learning Mentor to support children and their wider families socially and emotionally by providing practical advice and support. Budgeted above.	EEF Improving Social and Emotional Learning in primary Schools.	3
A wide range of expert led learning opportunities including Music Tuition, Raising aspirations programme. A range of visitors to school such as authors, scientists, faith groups.	DfE Music Education Report August 2021	5
Supplemented educational visits to museums, places of worship and cultural interest.	EEF Learning about Culture	5
Free/subsidised Breakfast and After School Club places where appropriate.	EEF Improving Social and Emotional Learning in primary Schools.	3

Total budgeted cost: £ 88699.54

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 2022/23 academic year using Key Stage 1 and 2 Performance Data, Phonics Screening Check results and our own internal assessments.

- 50% of Pupil Premium pupils achieved the Year 1 Phonic Screening Test in June 2023 – 3 of 6.
 - 0% of Pupil Premium Children achieved the Year 2 Phonics Screening in 2023 – 1 of 1.
 - 75% of Pupil Premium children in Year 2 achieved expected in Reading at the end of KS1 2023 - 3 of 4.
 - 75% of Pupil Premium children in Year 2 achieved expected in Writing at the end of KS1 2023- 3 of 4.
 - 75% of Pupil Premium children in Year 2 achieved expected in Maths at the end of KS1 2023 – 3 of 4.
 - 67% of Pupil Premium children in Year 6 achieved expected in Reading at the end of KS2 2023 – 6 of 9.
 - 67% of Pupil Premium children in Year 6 achieved expected in SPAG at the end of KS2 2023 – 6 of 9.
 - 56% of Pupil Premium children in Year 6 achieved expected in Writing at the end of KS2 2023 – 5 of 9.
 - 78% of Pupil Premium children in Year 6 achieved expected in Maths at the end of KS2 2023 – 7 of 9.
- High quality PD for all staff, specifically for those delivering phonics each day, is evident in pupil outcomes.
- Additional phonics interventions have ensured the majority of pupils in Year 1 and Year 2 have achieved the expected standard for phonics.
- Internal data, as well as a range of case studies, demonstrate that support has been provided by our school's Family Learning Mentor this academic year to all disadvantaged pupils with persistent absence. A wide range of support mechanisms have been utilised to ensure children have the best chance of attending school.
- Pupil discussions about access to Outdoor learning, music, faith visitors and specialist PE & Sport lessons demonstrate the significant positive impact that regular outdoor learning opportunities and enrichment is having on their physical and mental wellbeing.
- Internal evidence indicates that training for a behaviour lead (NPQLBC) over the last year is having a positive impact on the behaviour of our children.

Externally provided programmes

Programme	Provider
Talkboost	Speech and Language UK
Testbase	AQA
Times Tables Rockstars	Maths Circle Ltd.
Plus One	123 Learning
Power of Two	123 Learning
Dyslexia Gold	Engaging Eyes
Spag.com	Spag.com

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A