

Pupil Premium Strategy Statement 2023-2024



This statement details our school's use of pupil premium funding (and recovery premium) for the 2023 to 2024 academic year 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	Northwood Primary School
Number of pupils in school	388 157 are PP (24 of which are SEN)
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended).	2022-2025
Date this statement was published	October 2022
Date this statement was last reviewed	October 2023
Date on which it will be reviewed	Termly
Statement authorised by	Mrs Zoe Beach
Pupil premium lead	Mrs J Negus/Miss M Hindmarsh
Governor / Trustee lead	Mrs H Douglas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 23-24	£208,065
Recovery premium funding allocation this academic year 23-24	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 23-24 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£208,065

Part A: Pupil premium strategy plan

Statement of intent

Our motto in school is 'Growing Success' and, with a higher than National Average percentage of disadvantaged pupils, we live this out every day in school in everything we do – pastorally and academically. All children in our school will have the opportunity to reach their full potential and have access to the experiences other children receive – irrespective of their background or need. The focus for our Pupil Premium Strategy is to ensure our children are in school - regularly and on time – and ready to learn. Through fostering the child as a whole, we ensure every child has the opportunity to achieve and flourish academically while experiencing a fulfilling childhood. We ensure, through quality first teaching and targeted interventions, all pupils are given the best chance to be successful. Our intent is rooted in guidance and research, and we know that to achieve the outcomes our children deserve, high quality first teaching is central to what we do, supported by other academic enhancements such as targeted interventions and access to tutoring.

Our overall aim for our disadvantaged pupils:

- A higher proportion of both EYFS and KS1 disadvantaged pupils achieve expected outcomes and reach their full potential.
- Key Stage 2 disadvantaged pupils reach their full potential in preparation for secondary school – being secondary ready.
- Children with multiple vulnerabilities show improved rates of progress.
- Data analysis for all year groups on a termly basis identifies any PP children falling behind and interventions in place, this is reported through termly Pupil Premium impact reports.
- To allow children a holistic well rounded curriculum offer that provides them with opportunities to raise aspirations and develop self-assurance.

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

Challenge number	Detail of challenge
1	The changes to the delivery of the curriculum now focus on the progression of basic skills in English and Maths being embedded throughout the school. The transient nature of the school's pupil community has led to adaptations needing to be made to ensure all children leave the school literate and numerate in English and Maths.
2	24/45 (53%) of SEND children are also Pupil Premium. As a result of new children arriving at different times throughout the school year there are a number of disadvantaged pupils with unmet and unidentified SEN needs.
3	Assessments carried out in Early Years are significantly lower than what would be regarded as typical for many children of a similar age.
4	The transient school population also causes a challenge to ensure that new children are inducted effectively into the school and are ready to learn.
5	Disadvantaged pupil attendance for 2022-2023 academic year was 91.7%. Persistently absent PPG children in 2022-2023 academic year was 35.5%. Children absent in the Early Years continues to be a school challenge, particularly Nursery aged children.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2025**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1) Ensure teachers have a full understanding of curriculum progress.	Teachers understand what the children have been learned prior in order to deepen their knowledge as the subject progresses and are able to deploy adaptive teaching in order to scaffold, support or ensure challenge is present in the curriculum offer.
2) Continue to improve quality first teaching.	Teaching over time, including adaptive teaching, demonstrates children's progress improves as a result.
3) Disadvantaged pupils attend school regularly and punctually.	The number of persistently absent PP children decreases, in line with national average.
4) Enable all children to have access to enrichment opportunities in and beyond school which generate high aspirations from an early age.	All children will have access to enrichment opportunities in and beyond school which generate high aspirations from an early age. Registers show what they are there for (talent, interest or invite.) Attendance at clubs will be tracked and PPG children will attend.
5) To narrow the attainment gap from Early Years in order to ensure an equity in outcomes.	Evidence will show the narrowing of gap between disadvantaged pupils and their non-disadvantaged peers across all subjects.

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.

Priority 1 - Curriculum

Budgeted cost: £150,000 (including Teaching Assistants, specific reading resources, CPD, Educational Psychology provision, leadership time).

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Considerations to the curriculum are carefully planned to prioritise the most important concepts that need teaching at specific points in the academic year.</p>	<p>The EEF evidence shows that where targeted support and intervention is given, gains are higher.</p> <p>NFER – quality interventions support progress and attainment.</p> <p>The Eef states that ‘School closures are likely to reverse progress made to close the gap in the last decade since 2011. Sustained support will be needed to help disadvantaged pupils catch up.’ The findings suggest that primary-age pupils have significantly lower achievement in both reading and maths as a likely result of missed learning. In addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils.</p>	<p>1,2,3,4</p>
<p>Continue developing a whole school early reading strategy, rooted in a consistent synthetic phonics programme right from Nursery.</p>	<p>The EEF states that ‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Working closely with Trust English lead from a phonic champion school to develop a whole school catch up reading curriculum for disadvantaged children new to the country (the school has an increasing percentage of children who have English as an additional language)</p>	<p>1,2,3,4,</p>
<p>The key stage 2 reading strategy to better equip the children with the essential skills required to be an effective reader.</p>	<p>DfE reading framework.</p> <p>EEF based on extensive evidence that reading comprehension strategies can improve progress.</p> <p>DfE – Unlocking Talent, Fulfilling Potential.</p> <p>Oxford University Press – why closing the word gap matters.</p> <p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p>Review and refresh the school’s reading for pleasure strategy.</p>	<p>1,2,3,4</p>
<p>High quality and regular CPD for all teaching staff, including a focus</p>	<p>NFER – quality interventions support progress and attainment.</p>	<p>1,2,3,4</p>

on support staff, based on research informed practice.	Dfe – Teacher recruitment and retention strategy. Maximising the impact of Teaching Assistants. NFER research – effective ways to support disadvantaged pupils to achieve. TAs – a guide to good practice (Oxford Primary) Making the best use of Teaching Assistants – EEF Educationendowmentfoundation.org.uk The EEF states that when ‘teachers and TAs work together effectively, leading to increases in attainment’ ‘Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.’ CPD delivered by key experts in school and across the Trust National College courses available to all staff.	
Regular monitoring of the effective use of support staff in providing additional and high quality intervention (wave 2 and 3) that enables disadvantaged pupils, and any pupil at risk of falling behind, to keep up and catch up.		1,2,3,4

Priority 2 – Quality First Teach

Budgeted cost: £20,000 (including leadership time, training opportunities, additional teacher capacity)

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality and regular CPD for all teaching staff based on research informed practice.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit In Professor Rob Coe’s Great Teacher Toolkit he states that ‘Raising the quality of teaching within schools is likely the single most effective method we have for improving student attainment and equity.’	1,2,3,4
Regular monitoring of teaching to ensure that the CPD provided is having the desired impact.		1,2,3,4
Monitoring schedule, including a focus on the provision for pupil premium children, to ensure equity of offer.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit In Professor Rob Coe’s Great Teacher Toolkit he states that ‘Raising the quality of teaching within schools is likely the single most effective method we have for improving student attainment and equity.’	1,2,3,4
Teachers create a safe learning environment which is conducive to learning and motivates vulnerable pupils to achieve well.	Recent research by the University of Salford shows that well-designed classrooms can increase learning progress in reading, writing and maths by 16%.	1,2,3,4

Priority 3 – Attendance

Budgeted cost: £ 25,000 (including Parent Support Advisor, administration team time and support, rewards)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To review the attendance strategy to ensure that disadvantaged children attend school punctually and regularly.	Raising Parental Engagement to Support Improved Attendance - Latest News - WPA Education Welfare Service (school-attendance.org.uk) DfE 'Working Together to Improve School Attendance.' September 2022. The DfE's report 'The Link between absence and attainment at KS2 and KS4' recognises the more lessons a child misses their attainment starts to decline. NFER stat 'one of the successful strategies that is most effective is where schools have strong process around collecting and analysing attendance data, this allows them to respond quickly.' Training with the School Data Company to use the data to promote improved outcomes.	5
Daily monitoring of whole school attendance by all Senior Leaders, with a particular focus on disadvantaged to target those persistently absent.		5
Weekly inclusion meetings with Senior leaders, with a focus on attendance and punctuality.		5
To train the Parent Support Advisor in effective strategies to monitor attendance information and develop relationships and communication with parents and families.		5
Regular communication with all parents with a focus on Early Years parents to ensure children are attending school regularly and are getting into good habits with regards to education.		5

Priority 4 – Enrichment

Budgeted cost: £46,230 (including out of hours provision, specialist music tuition, wider experience subsidies, visits and visitors)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide places for wrap around care through Breakfast Club and After School Club.	NFER – briefing for school leaders. 5 Benefits to our Breakfast Club! - School Of Play Extending school time EEF (educationendowmentfoundation.org.uk) Ofsted's inspection framework emphasises the importance of personal development and extending the curriculum beyond academic achievement. Research by the Education Endowment Foundation has also found a link between enrichment and higher attainment in reading and maths.	5
To provide quality out of hours provision and clubs which further enhance and support pupil premium children's learning and development.		

To provide high quality music tuition.	The EEF states that ‘Overall, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.’	5
Individual subsidy for specific enrichment opportunities.	The EEF States that ‘evidence suggests that the impact is greater for more vulnerable students and older learners and those in a ‘wilderness’ setting.’ and ‘studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.’ Play-based learning EEF (educationendowmentfoundation.org.uk)	5
Develop a quality play based offer maximising the school grounds.		
Subsidies for enrichment opportunities, including out of school visits and visitors to the school site so that disadvantaged pupils have the opportunity to experience cultural and educational opportunities alongside their peers.	Life skills and enrichment EEF (educationendowmentfoundation.org.uk) Ofsted’s inspection framework emphasises the importance of personal development and extending the curriculum beyond academic achievement. Research by the Education Endowment Foundation has also found a link between enrichment and higher attainment in reading and maths.	5

Priority 5 – Early Years

Budgeted cost: £ 25,000 (including additional support staff, family support, resources, targeted language interventions, CPD)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Considerations to the curriculum carefully planned to prioritise the most important concepts that need teaching at specific points in the academic year.	Early Years EEF (educationendowmentfoundation.org.uk) The Eef states that ‘School closures are likely to reverse progress made to close the gap in the last decade since 2011. Sustained support will be needed to help disadvantaged pupils catch up.’ The findings suggest that primary-age pupils have significantly lower achievement in both reading and maths as a likely result of missed learning. In addition, there is a large and concerning	1,2,5

	attainment gap between disadvantaged pupils and non-disadvantaged pupils.	
A commitment to developing a whole school early reading strategy routed in a consistent synthetic phonics programme right from Nursery. With a focus on targeting disadvantaged pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The EEF states that ‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’	1,2,5
Regular and high quality CPD provided to all staff in Early Years is embedded in order to maximise outcomes for pupils, including disadvantaged pupils.	EEF report states that ‘on average, early years’ interventions have an impact of five additional months progress and appear to be particularly beneficial for children from low income families.’ The EEF evidence shows that where targeted support and intervention is given, gains are higher. NFER – quality interventions support progress and attainment.	1,2,5
To use the ELKLAN principles throughout the curriculum to develop communication and oracy skills.	The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment	1,2,5
Development of the outdoor provision to support the development of physical skills that will ultimately support the development of early basic skills.	The EEF States that ‘evidence suggests that the impact is greater for more vulnerable students and older learners and those in a ‘wilderness’ setting.’ and ‘studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.’ The benefits of outdoor learning in the early years National Literacy Trust	1,2,5

Total budgeted cost: £266,230 (PPG).

To effectively implement the Pupil Premium Strategy at Northwood Primary School for 2023-2024, it is projected to cost more than the allocated funding for the school. The transient nature of admissions to Northwood Primary School has not been factored into funding for this academic