# Pupil premium strategy statement – Northowram Primary 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school  |  415 – Primary |
| Proportion (%) of pupil premium eligible pupils | 60 – 14.5% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022/23 to 2024/2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed |  December 2025 |
| Statement authorised by | Jane Scardifield, Headteacher |
| Pupil premium lead | Alison Wild, Deputy Headteacher |
| Governor / Trustee lead | Chris Green, Lead for disadvantaged pupils |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year |  £95,960 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium) funding carried forward from previous years  | £0 |
| **Total budget for this academic year** | £95,960 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Northowram Primary School we aim to ensure that all pupils are equipped with the knowledge, skills and cultural capital they need to succeed in life. It is our intention that children will achieve the best possible outcomes and are fully prepared for the next stage of their education. Our Pupil Premium strategy is informed by high quality research to ensure we provide best possible route to improve the educational outcomes of children. This is done through a tiered model with focuses on:* high quality teaching
* targeted academic support
* wider strategies

We firmly believe that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. With this in mind, our Pupil Premium Strategy will be rooted strongly in providing highly skilled staff to provide quality first teaching and learning. This will be matched with an equal emphasis on providing wellbeing support to ensure pupils are emotionally ready to lean. We also aim to maximise our opportunities to provide wider experiences and opportunities. |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | In the academic year 2021-22, attendance data shows that the average attendance for disadvantaged pupils was 91.5% in comparison to 94.41% for non-disadvantaged pupils. Data also shows that 34.8% of disadvantaged pupils (16 out of 46) were persistently absent in the academic year 2021-22. Our assessments and observations indicate that these periods of absence are negatively impacting disadvantaged pupils’ progress.  |
| 2 | From the last 3 years where phonics data was officially collected (2018, 2019 and 2022), disadvantaged children have achieved below non-disadvantaged children in 2 out of the 3 years. 2018: 60% in comparison to 91%. 2022: 83% in comparison to 98%.  |
| 3 | Data collected from the last 4 years of KS1 SATs information, show that in Reading, disadvantaged children achieved significantly below non-disadvantaged children (an average of 50% in comparison to 84% in the years 2019-22). Observations and discussions also show that the impact of children having a lower reading proficiency entering KS2 has a negative impact on their understanding of the wider curriculum.  |
| 4 | Our summative assessments, observations and discussions with pupils and families show that there are a number of pupils whose communication and interaction difficulties are impacting on their academic progress. This is even more significant among the disadvantaged pupils in school, where 25% of disadvantaged pupils across school are on the SEND Register with a primary need of Communication and Interaction. |
| 5 | Our assessments, observations and discussions with pupils and families have identified that social and emotional difficulties (including for a number of individuals who have been significantly impacted by trauma) are impacting on the academic progress and social relationships for specific pupils. These challenges particularly effect disadvantaged pupils. |
| 6 | Through discussion with parents and analysis of data around destination schools, it is clear that some disadvantaged children do not have the same opportunities to access extra-curricular activities, visits and tuition for grammar school entrance exams.  |

## 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.

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| Intended outcome | Success criteria |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance by 2024/25 demonstrated by:* average attendance for disadvantaged children meeting the government’s 96% target
* the overall unauthorised absence rate for all pupils being no more than 1%
* persistent absence of disadvantaged pupils to be in line with National non-disadvantaged
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| To improve phonics knowledge in KS1 for our disadvantaged pupils | Improved phonics results in the Phonics Screening Check by 2024/25 demonstrated by:* all children, including those who are disadvantaged, who do not have a significant cognitive SEND passing the Phonics Screening Check
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| To improve reading results in KS1 for our disadvantaged pupils | Improved reading results in KS1 by 2024/25 demonstrated by:* cohort results being in line or above the national average from 2019 (pre-Covid results) of 75%
* results for disadvantaged pupils are in line with non-disadvantaged pupils within school and nationally
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| Improved oral language skills, vocabulary and social interaction skills for all pupils, particularly our disadvantaged pupils.  | Improved Communication and Interaction skills by 2024/25 demonstrated by:* Assessments (including those from specific intervention) and observations indicating significantly improved oral language and social interaction skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
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| Improved ability for specified children to regulate their emotions and to interact positively with other pupils.  | * Assessments and observations from staff and children show that children are using taught techniques to regulate their emotions.
* Staff and peers of children with SEMH difficulties have an increased understanding of the needs of these children and strategies which can be used to support them.
* Questionnaires and discussion with children with SEMH difficulties to show an increase in positive interactions with their peers.
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| To achieve and sustain improved wellbeing and equality of opportunities for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing by 2024/25 demonstrated by:* qualitative data from student voice, student and parent surveys and teacher observations
* a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
* an increase in the number of disadvantaged pupils taking part in 11+ tutoring
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## 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: **£14,347**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| SENCo to support teachers with, and analyse, interventions run throughout the year with a focus on Phonics, Reading, Speech & Language; and SEMH.(Investment in SENCo having 3 days per week to deliver EHC Applications and develop processes within school). (14.5% of 3 day salary = £6,160)Pupil Premium Lead to analyse the number of disadvantaged pupils who access interventions.(£495 - Half day per term = £165 x3) | <https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1704182167><https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants> | 2, 3, 4, 5 |
| Refresher Read, Write Inc. phonics training for all staff.(£1,200 = £600 x2 for development days)Introduction of Phonics Lead TLR post(£4,000)Purchase of online resources and tracking system for phonics delivery. (£2,492 annual cost) | Development Days with Phonics Consultant – Autumn & Spring TermsPhonics Lead post introduced Summer Term 2023 to provide coaching for staff, analysis of individual pupil’s progress and support for intervention where necessary. [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2, 3 |

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

Budgeted cost: **£63,930**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Use PP and recovery premium to pay 14.5% of all teaching assistant wages.£50,470 to support in classes and deliver targeted interventions | The school has invested in creating a larger Teaching Assistant team across school, including having an HLTA and additional TA in each year group. The research shows that the best adults to deliver interventions are those who know the children and their academic progress. HLTAs and TAs will deliver specific, targeted interventions with a focus on children who are disadvantaged and may need additional support. Maximising the Practice of Teaching Assistant Training will ensure that these interventions compliment the work within the classroom and children make the best progress possible. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>HLTAs and TAs will also deliver daily activities (such as sensory circuits) to support specific disadvantaged children with emotional regulation. | 2, 3, 4, 5 |
| Additional 1:1 reading for children in KS1 & KS2 who are below year group expectations. 21 children identified for additional 1:1 reading daily at school.£9,000 | Figures from KS1 & KS2 show that 41% of disadvantaged children are in the identified group Bottom 20% in school for Reading. Daily individual reading for these children will be put in place to improve progress for these children.  | 2, 3 |
| Additional 1:1 or group phonics sessions targeted at disadvantaged pupils who require further support-Year 1 to increase progress in phonics sound knowledge before phonics screening check (3 disadvantaged children) -Year 2 for those who have not completed the Read Write Inc scheme(2 disadvantaged children)£1500 | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:[Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2, 3 |
| Speech & Language interventions to support children with Communication and Interaction difficulties(within above costings) | Disadvantaged and children with SEND to be prioritised for Speech & Language Interventions including Chatterboxes, Chatter Champs, Language Legends and Social Use of Language Programme.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 4 |
| Zones of Regulation teaching school-wide18 sessions£260 intervention resources cost9hrs of curriculum time x 6 year groups£2,700 | Zones of Regulation intervention to be specifically taught in classes to develop children’s regulation. This will be taught by class teachers over 18 sessions (30min session) to the whole class to support understanding of emotions and ways to regulate when necessary.  | 5 |

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

Budgeted cost: **£17,745**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance Lead (Pastoral Manager) to work with EWO and Deputy Head monitoring and addressing concerns for specific families who have barriers to good attendance:-Daily monitoring of identified persistently absent students-First day of absence monitoring-Letters sent out to families whose attendance is a concern termly-Meetings with families whose attendance continues as a concern-Meeting with EWO to identify concerns and follow up with fines half day per half term30mins daily of monitoring by Attendance Lead (2.5hrs x £30 x 39weeks = 2,925)Meeting with EWO half termly3hrs x £30 x 6 = £540Meetings with families (approx. 6 disadvantaged families)3hrs x £30 x 6 half terms = £540(£4,005 = monitoring of specific families, meetings with families and leadership strategy discussions)  | Attendance Lead to ensure that principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice are followed and to work with specific families who have barriers to good attendance. | 1 |
| School to invest in visualisers for each classroom.(Bought in the academic year 2022-23) | Evidence shows that teachers demonstrating their own thought processes when modelling, is an effective way to teach children metacognitive skills and self-regulation. This will also support the embedding of teachers using an ‘I do, we do, you do’ approach to teacher input. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation> | 2, 3, 4 |
| Additional Forest School session once a week for a targeted group of children to support with Communication & Interaction and well-being.(£1,140 = £19.00 x2hrs per week x30 weeks) | Research shows that Forest School sessions give children a chance to improve their confidence, social skills and communication and also supports their motivation to come to school. <https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/> | 5 |
| The option of musical instrument and performing arts lessons to any child in receipt of pupil premium. (£2,000)Spending 2023-24: 2178Spending 2022-23: £1296 | Research shows that musical instrument and performing arts tuition has been found to have an impact on academic performance and well-being. Part of the pupil premium funding will be used to offer these opportunities to children who may not be able to access these otherwise. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation> | 6 |
| 1:1 tuition at Kip McGrath(£1,000)Spending 2023-24: £1191.50Spending 2022-23: £778 | Funding for targeted disadvantaged children to access 1:1 tuition outside of school hours to increase their progress in maths and/or English. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition> | 2, 3 |
| The option of joining group tuition sessions for the 11+ with Studywrite in Years 4 & 5 for any child in receipt of pupil premium. (£1,500)Spending 2023-24: £340 (Spring Term only) | Weekly 11+ tuition sessions for any disadvantaged child who would like to attend Grammar school. This will enable a child to have equality of opportunity when sitting the entrance exam.  | 6 |
| Contributions towards Residential and trips.(£1,200)Spending 2023-24: £1027 Spending 2022-23: £965 | In discussion with our leadership team, funding will be used to enable all disadvantaged children to attend the PGL residential visit in Year 6. This will support non-cognitive skills such as resilience, self-confidence and motivation.Funding will also be used on an individual basis to offset costs for other academic visits. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning> | 6 |
| Uniform Vouchers(£1800)Spending 2023-24: £1140Spending 2022-23: £1140 | Vouchers will be given to families in receipt of pupil premium that need assistance with buying uniform. This will be a £30 voucher per pupil.  | 6 |
| Educational Psychologist Involvement(£500 x2 = £1,000)Spending 2023-24: £1000Spending 2022-23: £1000 | Some of our disadvantaged children have the most complex, unidentified needs. Funding has been allocated to allow for the Educational Psychologist to be involved with these children to ensure their needs are met in the most appropriate ways. | All |
| High quality extracurricular clubs Increase the number of extracurricular clubs being offered before and after school with a focus on the uptake for disadvantaged pupils.Staff asked to offer a 6-week block of a 1hr extracurricular club before or after school. 1 day in lieu given per club. Analyse uptake for disadvantaged children after each block. 8 clubs offered each ‘6 week block’ with 3 ‘blocks’ throughout the year. £129.20 daily cover cost x 24 = £3,100 | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation><https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity> |  |
| Contingency fund for acute issues.(£1,000) | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

**Total budgeted cost: £96,022**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| **Sustained high attendance by 2024/25 demonstrated by:*** **average attendance for disadvantaged children meeting the government’s 96% target**
* **the overall unauthorised absence rate for all pupils being no more than 1%**
* **persistent absence of disadvantaged pupils to be in line with National non-disadvantaged**

**2023-24 Autumn/Spring Data:**Analysing data using the most recent data available on the Perspective suite of information, attendance has improved across all tracked areas. While attendance has improved for disadvantage pupils I all areas, the persistent absence of disadvantaged children (disadvantaged and the cohort as a whole) continues to be a high priority area in the upcoming academic year.Average attendance for disadvantaged pupils was 94.5%. This is an increase of 1.4% in comparison to the same period in the previous year. The school’s gap to Non-Disadvantaged nationally is now 1.1% (a 0.3% decrease from the previous year). This puts us within the 20th Percentile Rank in comparison to other schools. Unauthorised absence rate for all pupils was 0.8%Persistent absence of disadvantaged pupils was 17.0% (9 pupils out of 53). This is a decrease of 0.6% from the previous year. Gap to the National non-disadvantaged is now +5.0% and we are within the 24th percentile in comparison to other schools nationally. Work with specific families from the Pastoral Manager has had a significant impact on the decrease in persistent absence. 0% of our disadvantaged pupils had severe persistent absence in the academic year 2023-24.**2022-23 Data:**Analysing data using the data available on the Perspective suite of information, attendance has improved across all tracked areas.Average attendance for disadvantaged pupils was 93.3%. This is an increase of 1.8% in comparison to the previous year. This puts us within the 28th Percentile Rank in comparison to other schools. This remains a high priority for this academic year with the Pastoral Manager tracking absence rates, inviting families for attendance meetings and working with the council to administer fines.Unauthorised absence rate for all pupils was 0.7%Persistent absence of disadvantaged pupils was 21.6% (9 pupils out of 51). This is a decrease of 13.2% from the previous year. Gap to the National non-disadvantaged is now +9.5% and we are within the 33rd percentile in comparison to other schools nationally. Work with specific families from the Pastoral Manager has had a significant impact on the decrease in persistent absence. 0% of our disadvantaged pupils had severe persistent absence in the academic year 2022-23.**2021-22:**Average attendance for disadvantaged pupils was 91.5%.Unauthorised absence rate for all pupils was 0.9%.Persistent absence of disadvantaged pupils was 34.8%.**Improved phonics results in the Phonics Screening Check by 2024/25 demonstrated by:*** **all children, including those who are disadvantaged, who do not have a significant cognitive SEND passing the Phonics Screening Check**

**2024:**100% of disadvantaged children passed the Phonics Screening Check in comparison to 91.7% overall for the cohort. Staff in Year 1 worked specifically with 2 children who are disadvantaged and have significant language special needs to increase progress which led to both of them passing the check this year. **2023:** 100% of disadvantaged children passed the Phonics Screening Check in comparison to 94.3% overall for the cohort.**2022:** 83.3% of disadvantaged children passed the Phonics Screening Check in comparison to 98% overall for the cohort.**Improved reading results in KS1 by 2024/25 demonstrated by:*** **cohort results being in line or above the national average from 2019 (pre-Covid results) of 75%**
* **results for disadvantaged pupils are in line with non-disadvantaged pupils within school and nationally**

**2024:** 75% of disadvantaged children reached the expected standard in Reading (from results submitted in school using optional SATs papers). This is in comparison to 85% for the cohort overall. The two children who did not meet the expected standard were both 1 mark off the expected standard in summer and both had improved their scores from the Autumn and Spring terms. These children will continue to be part of our daily readers cohort in Year 3. **2023:** 69.2% of disadvantaged children reached the expected standard in Reading in comparison to 81.7% for the cohort overall. Looking at the group of four disadvantaged children who did not meet the Expected Standard, two of these children passed the Phonics Screening Check in Year 1 and it is disappointing that these children did not meet the Expected Standard even though additional support was put in place to support them (small phonics groups and daily individual reading).**2022:** 60% of disadvantaged children reached the expected standard in Reading in comparison to 84.2% for the cohort overall. The two children who did not reach Expected Standard in Reading have Education, Health and Care Plans and were working at Pre-Key Stage Standards. **Improved Communication and Interaction skills by 2024/25 demonstrated by:*** **Assessments (including those from specific intervention) and observations indicating significantly improved oral language and social interaction skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.**

2023-24: The below interventions have continued throughout the 2023-24 academic year and additionally we have added Chatter Champs in KS1 and Language Legends for Years 5&6. Assessment information is included within the SEND Intervention Impact reports.2022-2023: A number of interventions have been run, both individually and group based, which developed children’s Communication and Interaction. A significant amount of resources went into developing Speech & Language Interventions including Language Legends in Years 3&4, Chatterboxes for Reception and SpeechLink assessments and interventions throughout school. Assessment information is included within the SEND Intervention Impact reports. **Improved ability for specified children to regulate their emotions and to interact positively with other pupils.*** **Assessments and observations from staff and children show that children are using taught techniques to regulate their emotions.**
* **Staff and peers of children with SEMH difficulties have an increased understanding of the needs of these children and strategies which can be used to support them.**
* **Questionnaires and discussion with children with SEMH difficulties to show an increase in positive interactions with their peers.**

2023-24:Questionnaires given to staff show an increased understanding of social, emotional and mental health difficulties and how to support children in their regulation. For the next academic year, we are working with Highbury Special School in looking at the link between SEND and behaviour. This will include a whole-school overview of our procedures and also support for the adaptations and adjustments that we make for individual students. Questionnaires and observations of children with the most complex SEMH difficulties have shown a significant increase in using regulation techniques, positive relationships with staff and interactions with peers. This has come from interventions (such as SULP and Zones of Regulation) and individualised work around regulation and strategies to support this.2022-23:Whole staff training from One Adoption around Trauma Informed Practice has been beneficial for a range of staff (and governors) working with children with complex SEMH difficulties. Within KS2, the Zones of Regulation, Sensory Circuits and Mind, Body, Boost interventions have been used to support children with regulation techniques. Questionnaires have been sent to staff to gauge their perceptions of how well specified children are managing to regulate their emotions with the use of these techniques. **Sustained high levels of wellbeing by 2024/25 demonstrated by:*** **qualitative data from student voice, student and parent surveys and teacher observations**
* **a significant increase in participation in enrichment activities, particularly among disadvantaged pupils**
* **an increase in the number of disadvantaged pupils taking part in 11+ tutoring**

2023-24:In the academic year 2023-24, 39 disadvantaged children attended at least one club provided by school. This accounted for 67% of the disadvantaged cohort and was above the 50% target for children attending a club that we set. 5 disadvantaged children had their music lessons funded in the academic year 2023-24.2 disadvantaged children had 1:1 tutoring with an outside provider and 2 children had their drama lessons paid for through this funding. We have had one child who has joined the 11+ tutoring funded through school. This has also included a funded place at the summer school for a week. This child will continue to be funded for this academic year in Year 5 for the admissions tests in September 2025.We have sent a parentmail to eligible pupils in Year 4 to offer funding for the 11+ tutoring through StudyWrite. 2022-23:Throughout the academic year 2022-23, we have developed the number of enrichment activities that we have offered including with extracurricular clubs, music lessons, arts lessons and tutoring. We have also written to parents of eligible children to offer to fund tutoring for StudyWrite for Year 4 disadvantaged students. This will begin in the next academic year for any interested pupils.Within a parent questionnaire given in October 2023 with 179 responses across school, only 2% of parents either disagreed or strongly disagreed with the statement, “My child can take part in clubs and activities at this school.” In the same questionnaire, there were only 2 responses who stated that they disagreed that, “The school supports my child’s wider personal development.”4 disadvantaged children had their music lessons funded in the academic year 2022-23.2 disadvantaged children had 1:1 tutoring with an outside provider and 1 child had their drama lessons paid for through this funding. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_We have analysed the performance of our school’s disadvantaged pupils during the 2022/23 academic year using EYFS, 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 school level. 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

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