

Pupil premium strategy statement 2022/23 Northgate Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Northgate Primary School
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	Nov 2022
Date on which it will be reviewed	Dec 2022
Statement authorised by	Head teacher
Pupil premium lead	M. Collins
Governor / Trustee lead	PW Bunn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 264 535
Recovery premium funding allocation this academic year	£ 28 130
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 292 665

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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 and adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1 Outcomes	Low starting points, on entry to Reception class in the last 3 years, between 60% of our disadvantaged pupils arrive below age-related expectations compared to other pupils. This gap remains steady to the end of KS2.
2 Outcomes	There is a small, key group of pupils in receipt of PP not making expected progress despite interventions.
3 Pastoral	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn
4	Family environmental factors –housing, food
5 High quality teaching	Resources to support high quality teaching.

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
Accelerated progress	Meeting age related or above expectations by July 2023 and July 2024 and or progress evident in books and formative assessment. KS2 maths outcomes in 2022/23 show that more than 60% of disadvantaged pupils met the expected standard.
Confident and independent learning behaviours	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.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p> <ul style="list-style-type: none"> support from services like Benjamin Foundation and Art Therapy
Behaviour managed to reduce negative impact on own and others' learning	<p>Decrease in exclusions Pupils more fully accessing curriculum Good pupil progress Attainment targets met and positive relationships with adults</p>
Parents and carers supported to get back on track with a focus on child's education, health and safety	<p>Effective parent partnership Effective multi agency partnership Systems in place for IEP review cycles Good attendance Improved home learning environment support</p>
Increased capacity to provide targeted support and challenge	<p>Academic needs identified through accurate and timely assessment and met through quality first teaching and/or targeted intervention</p>

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: £ 10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systemic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. ELS</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2

Staff to have extra time to support new phonics programme	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	1,2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund an advisor for EYFS to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	1,2
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1

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

Budgeted cost: 9 000(NTP)+ 28 000(RPG)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	1,2

has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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	1,2
Resources for core and foundation subjects.	Resources needed for high quality teaching 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	5
Employ a pastoral support advisor to support mental health and behavior in school	Prioritise social and emotional learning to avoid "missed..." EEF (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for certain staff	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	

to develop and implement new procedures and appointing attendance/support officers to improve attendance.		
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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

- KS2 results improved and progress measures for all children improved
- KS1 results were down due COVID having a big impact on starting points
- Phonics assessment was at 65%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
ELS	Oxford

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.