

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	North Town Primary School
Number of pupils in school	430
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024 (3 year plan)
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mark Braund
Pupil premium lead	Mark Braund
Governor / Trustee lead	Louise Wheadon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,045
Recovery premium funding allocation this academic year	£7,975
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	£86, 020

Part A: Pupil premium strategy plan

Statement of intent

At North Town Primary School, we believe that all children can and should be expected to succeed, irrespective of the circumstances they were born into or now find themselves in. We set and maintain high expectations for all children and place no ceiling on what they can achieve. This strategy has been created in order to ensure that all children, but especially our disadvantaged children, experience high-quality education opportunities right across a rich, broad and balanced curriculum, that they receive the right support at the right times and are fully prepared for the challenges, experiences and opportunities of the next stage of their learning.

The EEF's Pupil Premium Guidance sets out that, "ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending." This is why high-quality teaching and the continued development of our teachers is integral to our approach. We believe that focusing our efforts on securing high-quality teaching for our disadvantaged children will mean that all children benefit. We aim to ensure that any gaps in achievement (attainment and progress) between disadvantaged and non-disadvantaged children decrease and that this is not because outcomes for non-disadvantaged children drop, but rather that outcomes for disadvantaged children rise. We aim for the achievements of our children to be above those seen nationally by the end of the EYFS, Key Stage One and Two.

School-led tutoring for those children whose education has been worst affected (both disadvantaged and non-disadvantaged) will play a key role in our plans for recovery as we aim for them to catch up and keep up.

We expect all staff to take responsibility for promoting the outcomes and raising the level of expectation of our disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	There are gaps in the knowledge, skills and outcomes of children entitled to the Pupil Premium when compared to all children in most year groups, which have grown during the COVID-19 pandemic and subsequent school closures

2	Internal assessments show that disadvantaged children have greater difficulties with language, vocabulary and phonics than their non-disadvantaged peers which negatively impacts their abilities and interests in reading and the wider curriculum
3	Attendance and punctuality data over the last term (Autumn 2022) demonstrates that rates for children entitled to the Pupil Premium are lower than those of all children.
4	Observations indicate that the wellbeing and behaviour of many of our disadvantaged children has been impacted since Covid, including through being unable to access enrichment opportunities etc.
5	The number of disadvantaged children and families requiring support from Children's Social Care or other external agencies, or the School, has risen since the COVID-19 pandemic

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 achievement outcomes for all children across the curriculum, particularly for those who are disadvantaged	<p>Assessments show that the achievements of all children are at least in line with those seen nationally (in Reading, Writing and Maths in Years 1-6, in the Phonics Screening Check and at the end of the Early Years Foundation Stage).</p> <p>Attainment outcomes demonstrate that the gap between disadvantaged children and those who are not are smaller than those seen nationally.</p> <p>Progress outcomes for all children, including disadvantaged children, are positive at the end of Key Stage One and Two.</p> <p>Questionnaires/ discussions with children, lesson observations/ learning walks and other qualitative information, along with the work that the children produce all contribute to demonstrating that all children, especially those who are disadvantaged, know more, remember more and can do more across the whole curriculum.</p> <p>All children, particularly those who are disadvantaged, receive a rich, broad and balanced curriculum so that they are best prepared for the challenges, expectations and opportunities for the next stage of their education. We know that a narrow curriculum has a disproportionately negative effect on the most disadvantaged children.</p>
High attendance rates, particularly for disadvantaged children, are secured and sustained	<p>The attendance rates for all children, particularly those who are disadvantaged, are monitored and timely actions are implemented when necessary.</p> <p>There is no gap between the rates of attendance for all children and disadvantaged children (as key groups overall).</p> <p>The average attendance rate for disadvantaged children is >95% (an attendance rate that the School considers 'Good').</p>

<p>Improved wellbeing, behaviour and engagement with extra-curricular opportunities are secured and sustained, particularly for disadvantaged children</p>	<p>Sustained and high levels of wellbeing are promoted and demonstrated by qualitative data from questionnaires/ discussions with children, lesson observations/ learning walks and THRIVE assessment information.</p> <p>Sustained engagement with extra-curricular opportunities to enhance wellbeing are promoted and demonstrated by:</p> <ul style="list-style-type: none"> - The allocation of an annual £200 subsidy for all disadvantaged children to encourage attendance - Places at extra-curricular clubs are prioritised for disadvantaged children by leaders/ those responsible - >50% of disadvantaged children attend at least one 'block' of extra-curricular activities each academic year - All disadvantaged children attend at least one residential during their time at North Town, and if they do not it is because of choice and not for financial reasons
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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: £33,847

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High-quality classroom teaching is embedded and consistently deployed through ongoing CPD</p>	<p>The EEF's Pupil Premium Guidance (2019): Key Principle 3 – Quality teaching helps every child (p5)</p>	<p>1,2</p>
<p>Continued purchase of Cornerstones Curriculum Maestro to help provide structure, coverage and progression of a broad and balanced curriculum as well providing support for Middle Leaders</p>	<p>Narrowing the curriculum available to pupils, particularly in key stages 2 and 3, shows that this has a disproportionately negative effect on the most disadvantaged pupils (Ofsted's School inspection handbook 2021, para201)</p>	<p>1,2</p>
<p>Purchase of the DfE validated Systematic Synthetic Phonics Programme RWI to secure stronger phonics teaching and learning for all children</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>	<p>1,2</p>

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

Budgeted cost: £19,263

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Speech and Language Therapist (SaLT) undertakes assessments on all children on entry to the School and implements plans to address gaps when needed so that they are able to access the rest of the curriculum	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2
Engagement with George Sinclair and Tessa Clarke to provide School-led tutoring for identified children	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: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2

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

Budgeted cost: £39,914

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing Award for Schools (Optimus Education)	This award focuses on changing the long-term culture of the school. It uses an evidence-based framework to drive change to help deliver staff and pupil wellbeing, review staff training, revise School policies and ensure that mental health and wellbeing sit right at the heart of school life.	3,4,5
A Parental and Family Support Adviser builds effective partnerships with families and the School to support the pastoral, emotional and social needs	The EEF Toolkit outlines how “increasing parental engagement in primary and secondary schools had on average two to three months’ positive impact.”	3,4,5

of identified children and families and provide stability and structure.		
Continued implementation and further development of The Thrive Approach to promote the emotional health and wellbeing of all children throughout the school.	As well as providing specific and focused support to identified individuals, the Approach also provides a bank of resources that are woven into day-to-day teaching. All staff have continued to receive professional development this academic year to embed Thrive into new and existing whole class strategies to improve emotional resilience fully.	3,4,5
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 and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3

Total budgeted cost: £93,024

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 2022 to 2023 academic year.

YEAR 6: End of Year results					As can be seen from the table on the left, there is a significant gap between the Pupil premium children data and whole year data have done well this year. Therefore the objectives from the previous years strategy are still relevant and essential to work towards. COVID-19 did impact on some of the objectives being met, however, some alternations have also been made to our current strategy to try and ensure a rapid increase in academic ability after certain methods not having the desired impact we hoped. This is all part of the Assess, plan, do, review cycle.
	Reading	Writing	Maths	Combined	
All (64)	83%	69%	72%	63%	
PP	71%	64%	64%	50%	
YEAR 2: End of Year results					
	Reading	Writing	Maths	Combined	
All	52%	43%	58%	%	
PP	22%	22%	33%	%	

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
DfE validated Systematic Synthetic Phonics Programme	Read, Write INC
School-led Tutoring Programme	Cover Teachers