

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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)	2023/2024 to 2025/2026 (3 year plan)
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mark Braund
Pupil premium lead	Mark Braund
Governor / Trustee lead	Matt Nolan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,481

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.

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.

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 (Summer 2024) 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 is evident 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 continues to be a focus.

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"> - 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: £5,749.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High-quality classroom teaching is embedded and consistently deployed through ongoing CPD</p>	The EEF's Pupil Premium Guidance (2019): Key Principle 3 – Quality teaching helps every child (p5)	1,2
<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>£2,475.00</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)	1,2
<p>Continued use of the DfE validated Systematic Synthetic Phonics Programme RWI to secure stronger phonics teaching and learning for all children</p> <p>£2,112.50</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	1,2
<p>Music Tuition, Sporting Opportunities and Residentials</p> <p>£1,161.70</p>	Opportunities are provided for children to access music tuition or a sports development lesson as well as ensuring that the children attend the school residential.	1,2,4

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

Budgeted cost: £34,780.72

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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</p> <p>£4,788.00</p>	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2
<p>Delivery of RWI Phonics Fast Track to ensure children make accelerated progress.</p> <p>£29,092.72</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2

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

Budgeted cost: £35,951.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A Parental and Family Support Adviser builds effective partnerships with families and the School to support the pastoral, emotional and social needs</p>	<p>The EEF Toolkit outlines how “increasing parental engagement in primary and secondary schools had on average two to three months’ positive impact.”</p>	3,4,5

<p>of identified children and families and provide stability and structure.</p> <p>£25,851.00</p>		
<p>Continued implementation and further development of The Thrive Approach to promote the emotional health and wellbeing of all children throughout the school.</p> <p>£10, 100.08</p>	<p>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.</p>	3,4,5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3

Total budgeted cost: £76,481

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 2023 to 2024 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.
	Reading	Writing	Maths	Combined	
All (64)	78%	62%	70%	57%	
PP	53%	40%	71%	31%	

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