

Pupil premium strategy statement – Northborough Primary School 2024- 5

This statement details our school’s use of pupil 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024- 2026
Date this statement was published	05.12.2024
Date on which it will be reviewed	05.12.2025
Statement authorised by	Andrew Pattison
Pupil premium lead	Andrea Jackson/ Andrew Pattison
Governor / Trustee lead	S Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£34,040

Part A: Pupil premium strategy plan

Statement of intent

At Northborough School we are committed to providing an environment where all children thrive academically and their pastoral, social and emotional needs are met. All are valued and entitled to achieve their full potential.

We work closely with parents and external professionals to ensure all pupils' needs are being met understanding that much of the work supporting disadvantaged pupils will also benefit all pupils. We recognise and are particularly focussed on closing the attainment gap for all but understand that pastoral, social and emotional factors and SEN and communication needs all impact on this and require support alongside.

The Pupil Premium Strategy Plan aims to address these barriers that our children experience through effective tracking, evidence led planning and targeted and timely support to ensure children can be successful in our inclusive, welcoming and safe environment.

To ensure our approach is successful we will:

- Maintain high ambitions for children who have experienced disadvantage across all areas of school life.
- Support pupils both academically and with wider need to achieve their potential.
- Closely track and monitor pupil progress, making adaptations to enhance this where required.
- Ensure teaching, interventions and support are evidence based and effective at supporting identified needs and staff are highly trained to lead learning.

Challenges

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

Challenge number	Detail of challenge
1	22% Disadvantaged pupils have a SEND need plus 2 EAL children whom require adaptations to quality first teaching and targeted intervention

2	30% Disadvantaged pupils are not on track for Reading and Writing, 39% Maths. These children will benefit from quality first teaching and first wave intervention.
3	65% Disadvantage have social and emotional needs due to complex family experiences e.g., young carers. These pupils need additional support to engage in the classroom.

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
To narrow the gap between disadvantaged and non- disadvantaged groups in core subjects.	In 2024- 5, 100% will be on- track to attain national expectations at the end of KS1 and KS2. Children with SEN will achieve EHCP targets at the end of key assessment points. Children with APDRs/ working below pre- key stage expectations (e.g., Birmingham Toolkit/ the Engagement Model) are making clearly measurable progress.
Improved reading and writing attainment for disadvantaged pupils at the end of KS1 and KS2	In 2024- 5, 78% disadvantaged pupils attain (or are on track to attain) the expected standard or greater in reading and writing.
Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2	In 2024- 5, 83% disadvantaged pupils attain (or are on track to attain) the expected standard or greater in maths.
Social and emotional support; children are ready to access the learning environment	Sustained levels of wellbeing will be demonstrated by: -Qualitative data from student/ parent voice and teacher observations -Children will demonstrate the diminishing occurrence of inappropriate behaviour, are actively engaged in learning, and disruptions to class are rare.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 17, 250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mathletics and Timetables Rock Stars	<p>Supporting key skills in mathematics to narrow the gap. Personalised/ differentiated tasks to focus learning.</p> <p>EEF SEND in mainstream schools' guidance, step 5: use of technology to support learning https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1733314764</p>	1, 2.
Release for teachers to engage in personalised CPD, using Teaching Walkthrus across all subject areas.	<p>EEF evidence around metacognitive approaches and oral language development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1,2
Additional SENDCo support time to support teachers to develop QFT around neurological and SEMH need	<p>EEF guide to Special Educational Needs in Mainstream Schools: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1733314764</p> <ul style="list-style-type: none"> ● Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. ● Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals. 	1,2,3
Partially funding single age teaching to support quality first teaching in smaller class sizes, enabling more individualised feedback and learning adaptations	<p>Supporting single year classes to assist the planning and delivery of quality first teaching. The narrower curricular range supporting: High Quality Teaching: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>Collaborative learning approaches +5 months progress (EEF Toolkit): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>Feedback, +6 months progress (EEF Toolkit):</p>	1,2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Reducing class sizes +2 months (EEF Toolkit): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size?utm_source=/education-evidence/teaching-learning-toolkit/reducing-class-size&utm_medium=search&utm_campaign=site_search&search_term=single%20age%20classes	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 8,734

Activity	Evidence that supports this approach	Challenge number (s) addressed
School led academic Support and interventions HLTA	<p>EEF Guide to Special Educational Needs in Mainstream Schools: Interventions carefully targeted through assessment of need.</p> <p>Extensive evidence around moderate impact of focussed small group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Teaching Assistant Interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=interventions</p>	1,2
SENDCo Support time allocated to support individual pupil need	<p>EEF guide to Special Educational Needs in Mainstream Schools: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1733314764</p> <ul style="list-style-type: none"> ● Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. ● Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals. 	1,2
TA hours to support phonics	<p>Extensive research around the impact of quality phonics intervention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2

interventions		
TA hours to support reading Comprehension interventions	Extensive evidence around the impact of quality reading intervention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2

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

Budgeted cost: £ 8056

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group behavioural/ social and emotional support, including ELSA style intervention	EEF Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=social%20and%20emotional	3
TA hours to run Sensory Circuits	Sensory circuits are based on the theories of sensory integration and sensory processing. EEF Physical development approaches https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches?utm_source=/education-evidence/early-years-toolkit/physical-development-approaches&utm_medium=search&utm_campaign=site_search&search_term=physical%20development https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,2
TA hours to run adult-led SEMH support (Hub Club)	Adult facilitated social and emotional learning and peer led tutoring/ mentoring to support SEMH and class integration.	3

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring#:~:text=Peer%20tutoring%20relies%20on%20close.and%20for%20evaluating%20their%20success.</p>	
Music Hub Provision	<p>Opportunity to learn and perform with a musical instrument over the course of a term.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	3
Pupils are able to participate in a funded after school club each year	<p>Children will have access to high quality wider curriculum activities.</p> <p>EEF Extending School Time: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time?utm_source=/education-evidence/teaching-learning-toolkit/extending-school-time&utm_medium=search&utm_campaign=site_search&search_term=extended</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity?utm_source=/education-evidence/teaching-learning-toolkit/physical-activity&utm_medium=search&utm_campaign=site_search&search_term=physical%20education</p> <p>EEF Guide to Pupil Premium: Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes</p>	3
Pupils to universally continue to be supported to participate in enrichment activities through subsidised trips and residential	<p>NEU guidance on educational visits.</p> <p>EEF: Outdoor Adventure Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning&utm_medium=search&utm_campaign=site_search&search_term=outdoor</p>	1, 3

<p>Partial funding to enable all pupils to continue be able to wear several pieces of branded uniform/ PE uniform from Shotbowl for this year</p>	<p>Children will have a sense of pride and sense of school community by having the appropriate clothing for school life. EEF: School Uniform https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&utm_medium=search&utm_campaign=site_search&search_term=school%20uniform</p>	<p>3</p>
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Total budgeted cost: £ 34, 040

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Pupil Premium Strategy has impacted all learners across the school.

Additional support, mainly in terms of the availability of wider interventions targeted, but not limited to, disadvantaged pupils has had a positive impact on pupil progress. This is particularly the case for phonics and reading support, particularly where SEND has not been a significant additional factor, and Key Stage 1 Assessments where the attainment of disadvantaged children was higher than their peers.

	All pupils	Pupil Premium	National all pupils	All pupils	Pupil Premium	National all pupils
EYFS GLD	81%	100%	68%			
Phonics Screening Check	91%	75%	80%			
KS2	EXS+	EXS+	EXS+	GDS	GDS	GDS
Reading	67%	60%	74%	17%	20%	28%
Writing	60%	20%	73%	0%	0%	12%
Maths	67%	80%	72%	17%	0%	23%
RWM	47%	20%	61%	0%	0%	7%

Teaching programs such as Mathletics and Times Tables Rock Stars has given access to engaging differentiated and personalised tasks for home learning and morning activities.

SENDCo support impacted positively, as indicated in the OFSTED report from February 2024. 'Staff look closely at what helps pupils with SEND learn best. They adapt their lessons, so that pupils with SEND learn well. Most pupils keep up through carefully adapted lessons and, where necessary, receive helpful additional support. Pupils are identified quickly and given appropriate support based on their individual's needs.' This was particularly the case for supporting pupil progress meetings to ensure next steps were accurately planned, and to meet with parents and professionals to ensure further evidence-based support and advice for disadvantaged children with more complex needs.

SENDCo time was also used to positively impact pupils across the school with regards to aspects of wellbeing and mental health, particularly through access to 'check ins' and 'Hub Club', with pupil voice evidencing the positive impact of this.

The funding spent ensuring pupils have access to the appropriate uniform for school has had a good take up from parents and has supported their readiness to learn.

Having said this, the academic and social benefits of this approach have not been possible to evidence.

Disadvantaged pupils have benefited from access to after- school clubs, trips and residential at a reduced or no cost. Participating children appear to have flourished within these. Conversely the take up of these by children experiencing disadvantage has been uneven and there is little evidence to suggest that financial security was a barrier to participation for most.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
ELS Phonics (partial)	Oxford Owl
White Rose Maths (partial)	White Rose Hub
Mathletics/ Times Tables Rock Stars	3P Learning