

Pupil premium strategy statement – Northborough Primary School 2025- 6

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	187
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	3 rd December 2025
Date on which it will be reviewed	3 rd December 2026
Statement authorised by	Andrew Pattison
Pupil premium lead	Andrew Pattison/ Andrea Jackson
Governor / Trustee lead	S Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38, 810
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£38, 810

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	45% Disadvantaged pupils have a SEND need plus 2 EAL children whom require adaptations to quality first teaching and targeted intervention

2	35% Disadvantaged pupils are not on track for Reading, with 40% for Writing and Maths. These children will benefit from quality first teaching and first wave intervention.
3	55% Disadvantaged pupils 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 attainment gap between disadvantaged and non- disadvantaged pupils in core subjects.	In 2025- 6 disadvantaged children will be on track to achieve at least in line with national expectations at the end of Key Stage 1 and Key Stage 2. Children with SEN will achieve their EHCP targets at the end of key assessment points.
Improved maths and writing attainment for disadvantaged pupils at the end of KS1 and KS2	In 2025- 6, 100% of disadvantaged pupils will achieve the expected standard in writing and maths in Key Stage 1. 75% of disadvantaged pupils will achieve the expected standard in writing and maths at the end of Key Stage 2.
Improved reading aths attainment for disadvantaged pupils at the end of KS1 and KS2	In 2025-6,100% of disadvantaged pupils will achieve the expected standard in reading in Key Stage 1. 75% of disadvantaged pupils will achieve the expected standard in reading at the end of Key Stage 2.
Social and emotional support; children are ready to access the learning environment	Sustained levels of wellbeing will be indicated by: -Qualitative data from student/ parent voice and teacher observations -Quantitive data from assessment e.g. Boxall profile/ Leuven Scale -Behaviour tracking will demonstrate reduced occurrence of unhelpful/ inappropriate behaviour, are actively involved in learning and disruptions 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: £ 22, 794

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 and wider staff to engage in personalised CPD, using Teaching Walkthrus across all subject areas. Including White Rose Maths Hub, Drawing Club and Nuffield Early Language Intervention training	<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	<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. 	1,2,3

and SEMH need	<ul style="list-style-type: none"> ● 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. 	
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): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>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</p>	1, 2

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

Budgeted cost: £ 9, 926

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led academic Support and interventions including NELI, ERT, Boxall.	<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>	1,2,3

SENDCo Support time allocated to support individual pupil need, including NELI, ERT, Boxall	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 <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
TA hours to support phonics interventions using ELS Programme	Extensive research around the impact of quality phonics intervention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
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: £ 6, 090

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.	1,2

	<p>EEF Physical development approaches</p> <p>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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
TA hours to run adult-led SEMH support (Hub Club)	<p>Adult facilitated social and emotional learning and peer led tutoring/ mentoring to support SEMH and class integration.</p> <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>	3
<p>Pupils are able to participate in a funded after school club each year</p> <p>Flexibility subject to family need.</p>	<p>Children will have access to high quality wider curriculum activities.</p> <p>EEF Extending School Time:</p> <p>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	<p>NEU guidance on educational visits.</p> <p>EEF: Outdoor Adventure Learning</p> <p>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

subsidised trips and residentials		
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Total budgeted cost: £ 38, 810

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

It should be noted that in a one form entry school, within a socioeconomic area with comparatively low levels of deprivation, individual children can be highly statistically significant.

In terms of *narrowing the gap between disadvantaged and non- disadvantaged groups in core subjects:*

In Key Stage 2, 75% of children who have experienced disadvantage attained National expectations compared to 74% for all children. In Key Stage 1, 67% of children without SEN (40% including) who have experienced disadvantage achieved National expectations compared to 60% for all children. Children who have experienced disadvantage with SEN achieved or made measurable progress with regards to their EHCP and/ or APDR targets.

Improved reading and writing attainment for disadvantaged pupils at the end of KS1 and KS2

In Key Stage 2, 75% of pupils who have experienced disadvantage attained the expected standard or above in reading and writing. This was in excess of all pupils 74% and significantly above National Projections 62%. In Key Stage 1, 67% of pupils who have experienced disadvantage achieved the expected standard or above in reading (National for all children 72%). 33% achieved the expected Standard in Writing, although 66% of this cohort are undertaking assessment along pathways in relation to identified SEN and SEMH needs.

Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2

75% of pupils in KS2 who have experienced disadvantage attained the expected standard or above in maths compared to 67% of children overall in 2024-5.

60% of pupils in KS1 who have experienced disadvantage attained the expected standard or above in maths compared to 50% of children overall in 2023-4

Social and emotional support; children are ready to access the learning environment

Children have made progress against social and emotional targets within EHCP and ADPR targets where required. Quantitative data includes Boxall Profiling and completion of targeted work. Qualitative responses include pupil voice activities around 'Hub club'/ 'Friday Club' and the benefits to SEMH and wellbeing that arise from this.

Pupil voice and teacher feedback demonstrate the value in preparing children for the beginning of the day with *Sensory Circuits*, including children who have experienced disadvantage.

Pupil voice also demonstrate how pupils value enrichment activities such as reduced cost residential trips and after- school clubs where access may be limited due to financial limitations.

Although take up can be uneven, sometimes benefitting some disadvantaged families more than others.

Supporting the purchase of school uniform seems to have offered limited ascertainable value, particularly academically. This legacy offer will be withdrawn in its entirety next academic year, with low cost/ free opportunities presented to parents accordingly.

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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