

Pupil Premium Strategy Statement – Northway Community Primary School

This statement details our school's use of pupil premium (and recovery 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
School name	Northway Community Primary School
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 to 2024-25
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Kate McKenzie
Pupil premium lead	Kate McKenzie
Governor lead	Sarah Baldwin

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,930
Recovery premium funding allocation this academic year	£6,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£18,328
Total budget for this academic year	£88,783

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Northway Community Primary School, our aim for all pupils is for them to achieve their full potential. We want all pupils to become independent learners who develop a love for lifelong learning and strive to achieve their best. This is irrespective of background or starting points for pupils. Our school values permeate all aspects of school life and the curriculum. We want all pupils to have a strong set of core beliefs, including resilience and perseverance, that will ensure they can face challenges and overcome barriers. All staff and governors are committed to raising standards of attainment and progress for all pupils. This is only possible when pupils feel emotionally and socially secure and stable so pupil well-being and creating a nurturing environment in which pupils can thrive are paramount at Northway.

We take a holistic approach to tackling disadvantage by focusing on:

- Pastoral and emotional support
- Establishing positive relationships
- Quality first teaching
- Enhancing pupils' life experiences
- Raising aspiration.

Quality first teaching has the greatest impact on all pupils and is the greatest tool we possess in focusing on high expectations for attainment and progress. At Northway, we focus on equality of provision for all pupils, ensuring the needs of those who are disadvantaged are addressed through whole school approaches and then targeted support. The whole school community recognises the challenges some pupils, who may be disadvantaged, can face and work together to overcome these.

At Northway, strategic planning results from an in depth knowledge of our pupils and their needs. Decisions are informed and not reactive. This ensures support and whole school improvement is in response to robust assessment analysis and evidence based research. We want all pupils to 'keep up, not to have to catch up'.

Challenges

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

Challenge number	Detail of Challenge
1	Assessments, observations and feedback from staff indicate that disadvantaged pupils have been affected to a greater extent by the school closures. Lack of engagement in remote learning has resulted in gaps in knowledge widening for those pupils.
2	Assessments, observations and discussions with pupils and staff indicate that disadvantaged pupils are not making the expected progress in reading and writing.
3	Pupils' emotional and social vulnerabilities impact on their readiness to learn and therefore to achieve age related expectations. For some disadvantaged pupils, the lack enrichment opportunities impact on the pupils' aspirations.

4	<p>The attendance of pupils in receipt of pupil premium is below that of non-disadvantaged pupils and a greater proportion are classed as persistent absentees.</p> <p>Attendance data for 2022-23 indicates that attendance for disadvantaged pupils was around 3% lower than for all pupils.</p>
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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 continue to ensure the outcomes for disadvantaged pupils are at least in line with those of non-disadvantaged across the curriculum.	High quality teaching for all pupils will be evident across the school, alongside targeted interventions, to ensure pupils make expected or accelerated progress from their starting points.
To raise the attainment in reading of disadvantaged pupils, through ensuring high quality teaching is in place for reading and writing.	<p>Achieve phonics scores in line with the national average, including for those disadvantaged pupils.</p> <p>Reading progress score for disadvantaged pupils will be in line with or above the national average.</p> <p>Writing progress score for disadvantaged pupils will be in line with or above the national average.</p> <p>Disadvantaged pupils will achieve outcomes in line with their peers and make good progress.</p>
To enrich pupils' life experiences and address their social and emotional vulnerabilities to enable them to access their learning potential.	Pupils will be supported based on their needs. Interventions will be in place to address social and emotional needs. Pupils' lives will be enhanced through cultural capital with planned enrichment opportunities to support pupils' educational, emotional and social development.
To improve the attendance rates of disadvantaged pupils and those classed as persistent absentees.	<p>Attendance target for disadvantaged pupils to be above 96%.</p> <p>Close the gap between the attendance of pupils in receipt of pupil premium and the whole school percentage.</p> <p>Persistent absenteeism to be at least line with national average if not better.</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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the teaching of reading through a focus on fluency and targeted teaching.	<p>Herts for Learning KS1 and KS2 Reading Fluency Projects incorporate the strategies of modelled expressive reading, echo reading, repeated re-reading, skilled questioning, challenging text selection and modelling comprehension skills, to improve the number of pupils achieving the expected standard in reading at the end of key stages.</p> <p>https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project</p>	1 and 2
Train all staff to ensure consistency in phonics teaching and implementing the new systematic synthetic phonics programme.	<p>EEF Guidance on Improving Literacy in Key Stage One</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1#nav-download-the-guidance-report-and-poster</p>	1 and 2
Commitment to the continued professional development of teaching assistants.	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost effective approach to improving learner outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1 and 2
Provide pupils with effective feedback to improve their learning and outcomes for all.	<p>EEF Guidance on Teacher Feedback to Improve Pupil Learning-</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback#nav-download-the-guidance-report-and-poster</p> <p>EEF</p>	1, 2 and 3

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

Budgeted cost: £54,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish small targeted groups to provide intensive support for pupils with gaps in knowledge or at risk of falling behind/not making progress.</p>	<p>Small group tuition has an impact of an additional four months's progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1</p>
<p>Pre- and post teaching interventions to support pupils consolidate learning.</p>	<p>Additional intervention, where appropriate, should be supplementary to high quality teaching. It should be structured, evidence informed and time limited. 'Maximising the Impact of the Pupil Premium: A Guide for East Sussex Primary Schools'</p>	<p>1 and 2</p>
<p>Targeted deployment of teaching assistants to support key children and year groups. Teaching assistants deliver carefully planned and specific learning interventions based on pupils' needs in all classes.</p>	<p>The average impact of the deployment of teaching assistants is around three to four months' progress over the course of the year. A strategic plan to the deployment of teaching assistants is crucial to maximise the impact of this support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2 and 3</p>
<p>School led tutoring targeted to support groups for pupils whose education 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.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1 and 2</p>

Wider Strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £29,108

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Play Therapy- identify key pupils for emotional well-being and nurture support</p>	<p>‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	<p>3 and 4</p>
<p>SLT and mental health leads to lead a whole school approach to support pupil and staff well-being.</p>	<p>‘There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel#nav-download-the-guidance-report-and-poster</p> <p>Staff well-being is prioritised as disadvantaged pupils are disproportionately impacted by high staff absence/turnover.</p> <p>‘Tackling Educational Disadvantage: A Toolkit for Essex Schools’</p>	<p>3 and 4</p>
<p>High quality social and emotional learning embedded in school ethos, the curriculum and explicitly taught in PSHE lessons.</p> <p>Teaching assistants deliver carefully planned and specific social and emotional interventions based on pupils’s needs.</p>	<p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>3 and 4</p>
<p>Cultural capital is explicitly planned to enrich pupils’ learning experiences and lives.</p> <p>Disadvantaged pupils are targeted to access</p>	<p>The learning and teaching environments respond and meet the needs of disadvantaged children, eg building cultural capital.</p> <p>Disadvantaged pupils are given responsibilities and play a prominent role in wider school life.</p> <p>‘Tackling Educational Disadvantage: A Toolkit for Essex Schools’</p>	<p>3 and 4</p>

<p>extra-curricular activities. Pupils are given roles and responsibilities to feel valued in the whole school community.</p>		
<p>Clear attendance policy in place which is consistently applied. Rewards for high attendance. Attendance monitoring and meetings when required. Increased family communication for those pupils identified with attendance concerns.</p>	<p>DfE's Improving School Attendance guidance.</p>	<p>4</p>

Total budgeted cost: £5000
£54,675
£29,108
= £88,783

Part B: Review of Outcomes in the Previous Academic Year

Outcomes for Disadvantaged Pupils

Pupils make good progress at Northway. Their progress and attainment is tracked internally and there are additional monitoring systems in place for pupil premium pupils. In 2023, five Y6 pupils were pupil premium. Two of them achieved age related expectations in Reading and Maths. Three out of the five achieved expected in Writing. These figures are difficult to compare nationally due to the small number of pupils. Internally, across the school, the attainment of disadvantaged pupils in 2022-23 was below that of non-disadvantaged. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic, which is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. This is particularly an issue with regards to Writing data. This is a whole school improvement priority for 2023-24.

Attendance for disadvantaged pupils continues to be a challenge for certain families. Intervention and support continues to be targeted to improve the attendance rates and remains a priority. Overall absence among disadvantaged pupils was 3% higher than their peers in 2022-23. Persistent absence was 9% for the whole school for 2022-23. Of the pupils who were persistently absent, 46% were PP. Persistent absence has improved significantly over the past two years as in 2021-22, it was in the highest 20% of all schools. We want to continue to narrow

the gap for disadvantaged pupils and this is why attendance remains high priority for this academic year.

The well-being of pupils is always at the forefront of all we do at Northway. Pupils must feel safe, secure and emotionally regulated in order to be ready to learn. Social and emotional barriers remain the greatest challenge for pupils. Support over the last academic year included pastoral, emotional, financial support and referrals to additional agencies. This support has resulted in increased engagement from families and has directly impacted on improved outcomes for pupils, in terms of their attendance and welfare. We will continue to build on this support over the coming years, placing mental health and well-being at the very core of our strategic plans and improvements.

Cultural capital at Northway ensures pupils experience a broad and balanced wealth of opportunities. Over the last academic year, this has included a variety of school trips and a residential which enrich the curriculum delivered. Visiting speakers and workshops allow pupils to deepen their understanding and broaden their life experiences. Extra-curricular clubs took place in 2022-23 to offer a wider range of opportunities for disadvantaged pupils to attend. This remains a school improvement priority this academic year to extend the offer further still.

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	Providers
Accelerated Reader	Renaissance Learning
Phonics Bug Club	Active Learn