# Pupil premium strategy statement – *Northumberland Heath Primary* 2024-2025

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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 485 |
| Proportion (%) of pupil premium eligible pupils | 49% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement for each academic year)** | 2022/2023 to  2025/2026 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Julie Carson |
| Pupil premium lead | Gail Beale / Dora Indresano |
| Governor / Trustee lead | Nav Sanghara |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £377,858 |
| Recovery premium funding allocation this academic year |  |
| Pupil premium funding carried forward from previous years |  |
| **Total budget for this academic year** | £377,858 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| As part of our Pupil Premium strategy, we aim to ensure that all pupils, from all backgrounds, can make expected or better progress and to ensure that children achieve highly in all subject areas of the curriculum.  The purpose of our strategy is to ensure that the disadvantaged versus non disadvantaged gap is closing and to ensure that all pupils make progress, including those who are already high attainers. As part of this strategy, we will reflect on the different challenges that our most vulnerable groups of children face and ensure that we use appropriate strategies to ensure these pupils can access high quality education and achieve their potential.  This includes our families accessing support from Children’s Services and our young carers. Quality first teaching is the priority and the tool that will benefit all of our pupils, including disadvantaged groups the most. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  This strategy is based on research and robust diagnostic assessment, not assumptions about the impact of disadvantage. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.  To ensure they are effective we will: • ensure disadvantaged pupils are challenged in the work that they are set, and adaptations are made to support with this • act early to intervene at the point need is identified • adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve . |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | Raising attendance and decreasing persistent absence for those children identified as disadvantaged. |
| 3 | Speech and Language provision for children identified with SLCN needs on the SEND profile. |
| 4 | Provision for children identified as disadvantaged and on the SEND profile where there is a correlation of underperformance. |
| 5 | Pastoral support provision for children identified with SEMH needs on the SEND profile. |
| 6 | Ensure quality of education is consistently used to improve pupil outcomes and is tailored to the individual needs of all learners; taking account of recommendations provided by outside professionals/specialist reports. |
| 7 | Raising parental engagement including IT skills and learning activities. |

## 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.

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| Intended outcome | Success criteria |
| An improvement in oracy outcomes with the additional impact on English outcomes. | Teachers incorporate oracy into daily practice.  Vocabulary is specifically taught  Embed dialogic activities across the curriculum  Talk Matters VRU project |
| An improvement in attendance and persistent absence to be in line or above national | The attendance of all PP pupils is in line with the attendance of others and reaches 97% by the end of the 24-25.  PA is reduced to ≤ 16%  Weekly reviews of PP pupils attendance and punctuality  Fortnightly meetings between CLO, DHT Inclusion and EWO  Attendance surgeries  Additional EWO provision is in place.  Home visits  Free breakfast club for PP pupils |
| Provision for children identified with SLCN needs is in place | SALT specialist reports identify improved SLCN outcomes  Staff are trained to deliver SALT interventions  SALT HLTA delivers weekly interventions  Language Link and Speech Link is utilised effectively to identify gaps and provision is targeted accordingly  ILPs include SLCN targets so that all stakeholders are aware of the specific targets required for individual children  Increased SALT specialist provision is in place. |
| Provision for children identified with SEMH needs is in place | Wellbeing Coaches are timetabled to deliver interventions to children identified on SEND profile with SEMH needs  There is a reduction in behaviour logs for children identified with SEMH needs  Children report positively about their experience at school  ILPs include SEMH targets so that all stakeholders are aware of the specific targets required for individual children  SEMH Specialist Teacher from Bexley is timetabled to support children with high profile needs.  Staff are trained as Mental Health First Aiders to support pupils  Counselling provision for identified pupils  Therapy Dog is timetabled to support identified pupils  School has sustained links with MHST and Camhs. |
| Staff consistently deliver quality first teaching utilising pedagogical strategies such as Rosenshine Principles, Teaching Walkthrus & whole class feedback strategies to improve pupil outcomes | The quality of education meets the needs of individual learners  Agreed pedagogical strategies are consistently in place leading to QFT  Whole class feedback is consistently used to drive pupil outcomes  Pupil outcomes are in line with other pupils  Staff CPL to address development needs, particularly for new staff |
| Raising parental engagement including IT skills and learning activities. | Tailoring communications to encourage positive dialogue about learning.  Regularly reviewing how well the school is working with parents, identifying areas for improvement.  Supporting parents to attend in school events.  Offering more sustained and intensive support where need |

## 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: **£134,858**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All staff receive training to be pedagogical experts to ensure Quality of education is consistently good across all year groups. | CPD for staff is pivotal in ensuring whole school improvement. Delivery of CPD, linked to the EEF Effective Professional Development  [Effective Professional Development | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development)  [EEF Blog: Five evidence-based strategies to support… | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send) | 6 |
| Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly. | When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:  [Diagnostic assessment | EEF](https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Diagnostic_Assessment_Tool.pdf?v=1697619973) | 1, 2, 3, 4 |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  [Oral language interventions | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1 |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:  [Phonics | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2, 4 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  [Mathematics\_guidance: key stages 1\_and 2](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3) | 3 |
| Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  [Improving\_Social\_and\_Emotional\_ Learning](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) in Primary Schools | EEF | 5 |

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

Budgeted cost: **£180,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Utillising teachers and support staff to provide interventions 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. | Interventions 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 | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1, 2, 3, 4 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be further informed by the Little Wandle training project completed this year. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  [Phonics | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | 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 | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1, 4 |

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

Budgeted cost: **£63,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. | Both targeted interventions and universal approaches can have positive overall effects:  [Behaviour interventions | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 5 |
| Embedding principles of good practice set out in the DfE’s guidance on [working together to improve school attendance](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance).  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. | 6 |
| Increasing parental engagement | Parents’ aspirations are important for pupil outcomes.  [Parental engagement | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) | 7 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

**Total budgeted cost: £377,858**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.   |  |  |  | | --- | --- | --- | |  | PPG - 44 | NPPG - 36 | | Reading | 40.9% | 69.4% | | Reading - GPS | 2.3% | 13.8% | | Writing | 59.1% | 88.9% | | Writing GDS | 4.5% | 11.1% | | Maths | 34.1% | 66.7% | | Maths GDS | 0% | 16% | | Combined | 25% | 55.6% | | Combined GDS | 0% | 11.1% |   We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.   |  |  |  |  | | --- | --- | --- | --- | | Attendance % | | | | |  | National Average  22/23 | NHP  22/23 | NHP  23/24 | | All Pupils | 92.6 | 92.3 | 93.1 | | Disadvantaged |  | 90.4 | 90.4 | | Persistent Absence | | | | | All Pupils | 21.2 | 27.2 | 19.2 | | Disadvantaged |  | 31 | 26.2 | |  |  |  |  |  |  |  | | --- | --- | | Aim | Outcome | | An improvement in attendance and persistent absence to be in line or above national | Attendance has improved this year  In line with EEF recommendations our CLO builds relationships with families and external agencies .  Attendance surgeries have been held and the EWO and CLO have worked with the DHT Inclusion.  Whilst there has been an improvement this target will remain for next year as we strive to match national levels or better. | | Provision for children identified with SLCN needs is in place | We have a speech and language therapist in school two days a week who assesses and reviews the children’s needs. There is also a full time speech and language HLTA who then runs the interventions as directed.  Specialist TAs are in place in early years who offer Blast and Talk Boost programmes to targeted children.  This target will be carried forward as there are still many children requiring ongoing support. | | All disadvantaged and SEND children are identified and have ILP targets that map provision to need with interventions diminishing any attainment gaps. | ILPs are securely in place and are reviewed regularly and shared with parents. | | Provision for children identified with SEMH needs is in place | School wellbeing coaches and external agencies work in liaison with the DHT inclusion to ensure that children are supported in a timely manner. Interventions this year have included: Talk and Draw, Feelings Art, Yoga, Play Therapy, Lego Therapy and support from an external counsellor, Play Therapist and the MHST team.  A new breakfast club has supported children with SEMH needs and has also had a positive effect on attendance. | | Staff consistently deliver quality first teaching utilising pedagogical strategies such as Rosenshine Principles, Teaching Walkthrus & whole class feedback strategies to improve pupil outcomes | CPD has focused on curriculum planning and the pedagogy to deliver knowledge and skills utillising UDL. The use of technology will continue to be used to support disadvantaged children learning in a way that suits their needs. | | Improve teaching and learning of Reading to impact on outcomes | Little Wandle Letters and Sounds in embedded to secure good phonics outcomes and support early reading. 77.2% of children in year 1 passed the phonics screening. In EYFS, 77.2% of children reached the standard for reading with a gap of 2.2% for disadvantaged children. In Key stage 2 54% of children achieved the age-related standard with disadvantaged children achieving 42%. This is an ongoing target. In key stage 2 as well as QFT we have introduced Reading Plus which has started to improve fluency in reading. | | Improve teaching and learning of Writing to impact on outcomes | Group interventions have been used to give specific, timely feedback.  In early years, 77.2% of children reached the expected standard. Disadvantaged children reached 75% an increase of 12.5%.  In KS2 72% of children achieved the standard with disadvantaged children achieving 60%.  Writing will continue to be targeted next year. | | Improve teaching and learning of Maths to impact on outcomes | In early years, 84.2% of children reached the expected standard. Disadvantaged children achieved 82.8%  At the end of KS2, 48.8% of children achieved the expected standard and for disadvantaged children this was 34.9%.  Maths remains an ongoing target. | |

## Externally provided programmes

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| Programme | Provider |
| Little Wandle Letters and Sounds | Little Wandle |
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## Service pupil premium funding (optional)

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| **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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# Further information (optional)

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| **Additional activity**  Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:   * embedding more effective practice around feedback. [EEF evidence on feedback](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. * utilising a [DfE grant to train a senior mental health lead](https://www.gov.uk/guidance/senior-mental-health-lead-training). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils’ needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. * offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.   **Planning, implementation, and evaluation**  In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.  We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.  We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.  We used the [EEF’s implementation guidance](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) to help us develop our strategy, particularly the ‘explore’ phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.  We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. |