

Northbourne Pupil Premium Strategy Statement

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

School Overview

Detail	Data
Number of pupils in school	332
Proportion (%) of pupil premium eligible pupils	15.6% 52 (49 Yr-Y6 & 3 Nursery)
Academic year/years that our current pupil premium strategy plan covers	2025-2027
Date this statement was first published	1 st September 2025
Date on which it will be reviewed/updated	10 th July 2024
Statement authorised by	Governing Board Resources Committee
Pupil Premium lead	Andrew Denham Lyn Hill
Governor / Trustee lead	Simon Hodder Resources Committee

Funding Overview

Detail	Amount
Pupil premium funding allocation for 2025-26	£67,690
Pupil premium funding carried forward from previous years:	£ 0
Total budget for this academic year	£67,690
Planned spend for 2025-26	£60,575

Part A: Pupil Premium Strategy Plan

Statement of Intent

At **Northbourne CE Primary School** we are committed to ensuring that all pupils, regardless of their background or barriers to learning, are given the support and opportunities they need to thrive.

We recognise that disadvantaged pupils may face additional challenges both inside and outside of school, and we aim to remove these barriers so that every child can achieve highly in all areas of their education.

Our Pupil Premium strategy focuses on:

- **High-quality teaching for all** – ensuring disadvantaged pupils benefit from consistently excellent classroom practice.
- **Targeted academic support** – providing timely interventions to close attainment gaps in reading, writing and mathematics.
- **Wider strategies** – addressing non-academic barriers to learning, such as attendance, wellbeing, and access to enrichment opportunities.

Our goal is to ensure disadvantaged pupils make **at least good progress**, develop a love of learning, and leave our school with the knowledge, skills, and confidence they need to succeed in the next stage of their education and beyond.

Challenges

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

Challenge	Detail of challenge
1	A high proportion are below ARE in two or more of the core subjects (reading, writing and maths) so find it much harder to access a wide range of curriculum areas
2	A significant proportion have poor early reading skills and are below Age-Related Expectations (ARE) so find it much harder to access a wide range of curriculum areas
3	A small proportion enter school lower vocabulary and oral language development, affecting reading comprehension and writing.
4	A high proportion miss out on a wide range of cultural capital experiences, including extra-curricular activities, that may be a limiting factor in their personal development
5	A small proportion have higher rates of absence or lateness than most pupils impacting continuity of learning.

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.

Challenge	Intended outcome	Success criteria
1.	To increase the number of pupils at ARE in the core subjects of Reading, Writing and Maths so that they are able access their age-appropriate curriculum more successfully	<ul style="list-style-type: none"> • A large majority (70%+) of pupils to make better than expected progress in R, W & M, thus helping to narrow the gap with their peers • A 10-20% increase in pupils being at ARE in at least R, W &/or M
2.	To increase the number of pupils at Age Related Expectations (ARE) in reading in EYFS and KS1 so that they are ready for the next stage of schooling e.g. EYFS and KS2 respectively	<ul style="list-style-type: none"> • 90% of children finish the academic year at the appropriate Read Write Inc phonics level • 90% of pupils achieve Reading ARE in Reception • 90% of pupils pass the Year 1 Phonics Test • 90% of pupils are ARE in Reading by the time they finish KS1
3.	To improve the vocabulary and oral language skills of the children	<ul style="list-style-type: none"> • 90% of Pupil Premium children achieve the Good Level of Development Communication and Language (Speaking, Listening and Understanding
4.	All pupils to be given the opportunity to take part in a wide range or cultural capital experiences, including extra-curricular activities, so that they have greater personal development	<ul style="list-style-type: none"> • All vulnerable pupils educational visits, extra-curricular experiences and cultural capital events and trips • A large majority (70%+_ of vulnerable pupils' access at least one session per week of North Stars wrap-around care
5.	To increase the attendance percentage of pupils so that they access more teaching and learning	<ul style="list-style-type: none"> • A large majority (70%+) of pupils have better attendance than the previous academic year

Activity for this Academic Year: 2025-26

This details how we intend to spend our pupil premium (and recovery premium) funding this academic year to address the challenges listed above

Teaching: Budgeted Cost: £18,250

Activity	Evidence that supports this approach	Challenge Number(s) addressed
<p>Fund the continuation of Read Write Inc (Phonics in EYFS & KS1 and Spelling in KS2) across the school:</p> <p>£2,430 (Subscription & Training)</p> <p>£1,000 (Resources)</p> <p>£14,820 6 x TA's 1 hour p/d 5 days p/w 38 weeks p/y</p> <p><i>*£13 per/h inc. on costs</i></p>	<ul style="list-style-type: none"> • The EEF says that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction • It is crucial that children are taught in appropriate phonics level groupings so that they can have bespoke support and make rapid progress • It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve phonics knowledge and reading comprehension • The EEF says that reading comprehension strategies are high impact on average (+6 months). • Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact • A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. • Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. 	<p>1, 2 & 3</p>

Targeted academic support: Budgeted cost: £30,210

Activity	Evidence that supports this approach	Challenge Number(s) addressed
<p>Targeted one-to-one support/tutoring: ‘post-teaching’ feedback (from that day’s lessons) and ‘pre-teaching’ preparation (for the following day) & bespoke interventions (P10’s)</p> <p>£22,230 9 x TA’s 1 hour p/d 5 days p/w 38 weeks p/y</p> <p><i>*£13 per/h inc. on costs</i></p>	<ul style="list-style-type: none"> • EEF evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average. • Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. 	<p>1,2 & 3</p>
<p>Targeted group support/tutoring: ‘post-teaching’ feedback (from that day’s lessons) and ‘pre-teaching’ preparation (for the following day) & bespoke interventions (P10’s)</p> <p>£7,980 3 x TA’s 1 hour p/d 5 days p/w 38 weeks p/y</p> <p><i>*£14 per/h inc. on costs</i></p>	<ul style="list-style-type: none"> • The EEF says that small group tuition has an average impact of four months’ additional progress over the course of a year. • Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment (from Assessment Point outcomes) is used to identify gaps and needs • Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact. 	<p>1,2 & 3</p>

Wider strategies: Budgeted cost: £12,115

Activity	Evidence that supports this approach	Challenge Number(s) addressed
<p>To supporting pupils accessing <i>cultural capital</i> experiences and developing character, including wrap around care, after school clubs, trips and residentials</p> <p>£11,115 3 x TA's 1.5 hours p/d 5 days p/w 38 weeks p/y</p> <p><i>*£13 per/h inc. on costs</i></p>	<ul style="list-style-type: none"> • Broadening a child's experiences and understanding of the wider world gives them confidence, raises their self-esteem and develops the social skills. This will improve their attitude and approaches to learning in the classroom because they have more 'life-experiences to draw on' • Free wrap-around care offer for PPG children 'sets them up' for the day ahead and provides a 'safe and purposeful' environment for them to engage in after school, ensuring they approach the school day and learning in a better frame of mind. 	<p>4</p>
<p>Undertake the 5 Foundations of Attendance Programme: Designed to improve school attendance by fostering a positive school culture of belonging and connectedness.</p> <p>£1,000</p>	<ul style="list-style-type: none"> • Implementing the 5 Foundations of Effective Attendance Practice provides Northbourne with a structured, evidence-based approach to improving attendance. By focusing on culture, leadership, early intervention, parental engagement, and continuous evaluation, we can create an environment where all pupils are encouraged and supported to attend regularly, leading to better educational outcomes. 	<p>5</p>

Review of Academic Outcomes (Reception): 2024-25

Review of Academic Outcomes (Year 1-6): 2024-25

ARE/GD	Reading				Writing				Maths				Combined			
Group	AP1	AP2	AP3	Gap	AP1	AP2	AP3	Gap	AP1	AP2	AP3	Gap	AP1	AP2	AP3	Gap
SEND	24%	25%	26%	+3%	9%	12%	17%	-5%	25%	20%	29%	+3%	7%	10%	12%	-2%
FSM	44%	36%	47%	/	15%	21%	23%	/	41%	36%	41%	/	13%	15%	18%	/
PP	45%	38%	48%	+8%	19%	24%	26%	-3%	40%	33%	38%	+13%	14%	14%	17%	0%

- 'Gap' refers to gap in attainment between 'Group' and 'Others'. Taken from AP1 to AP3.
- '-' indicates it has narrowed since the start of the year, which is what we want.
- '+' indicates it has increased since the start of the year, which is what we don't want.

GD	Reading				Writing				Maths				Combined			
Group	AP1	AP2	AP3	Gap	AP1	AP2	AP3	Gap	AP1	AP2	AP3	Gap	AP1	AP2	AP3	Gap
SEND	7%	9%	9%	-7%	3%	3%	3%	+4%	3%	7%	10%	+5%	0%	1%	10%	-2%
FSM	0%	3%	3%	/	0%	0%	0%	/	0%	0%	0%	/	0%	0%	0%	/
PP	2%	2%	5%	-8%	0%	0%	0%	+3%	0%	0%	0%	+12%	0%	0%	0%	+2%

- 'Gap' refers to gap in attainment between 'Group' and 'Others'. Taken from AP1 to AP3.
- '-' indicates it has narrowed since the start of the year, which is what we want.
- '+' indicates it has increased since the start of the year, which is what we don't want.

Challenge 2: To increase the number of pupils at Age Related Expectations (ARE) in Reading in EYFS and KS1 so that they are ready for the next stage of schooling

Read Write Inc Phonics	% of PP children at expected level in Sep '24	% of non-PP children at ARE in Sep '24	Difference	PPG Passing Y1 Phonics	Others Passing Y1 Phonics	Difference
Reception	tbc	tbc	tbc			
Year 1	tbc	tbc	tbc	50% (1/2)	100% (9/9)	-50%
Year 2	tbc	tbc	tbc	100% (3/3)	100% (15/15)	-0%

% of PPG children who accessed Timetabled Extra-Curricular Activities	% of children who accessed Wrap-Around-Care Activities	% of children who accessed Sports Events
100% (24/24)	71% (17/24)	100% (24/24)

Challenge 5: To increase the attendance percentage of pupils so that they access more teaching and learning

PPG Attendance 2023-2024	Other Attendance 2023-24	% of PPG who improved on last years attendance
93.8%*	95.8%	80% (12/15)

Notes:

*95.6% without one very low pupil

**The 3 children that did not improve their attendance were above 97% in both years

Number of pupils: