

Pupil premium strategy statement 2022/23 to 2024/2025

Northgate Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

Any print in red details information relating to the 2023/2024 academic year.

School overview

Detail	Data
School name	Northgate Primary School
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	Nov 2022
Date on which it will be reviewed	Dec 2023
Statement authorised by	Headteacher Claire Andrews
Pupil premium lead	Claire Andrews
Governor / Trustee lead	PW Bunn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 277,905
Recovery premium funding allocation this academic year	£27,985
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 305,890
---	------------------

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme which we are running for the third academic year in a row. This is to help pupils, many of whom are disadvantaged, catch up in English and Maths.

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.
- act early to intervene at the point need is identified and 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.

Challenge number	Detail of challenge
1 Outcomes	<p>Low starting points - on entry to Reception class in the last 3 years, the vast majority of our disadvantaged pupils arrive below age-related expectations compared to other pupils. This gap remains steady to the end of KS2.</p> <p>In the 22/23 and 23/24 academic years, we have seen an increase in the numbers of disadvantaged children joining the school who have complex needs and are working at engagement model level. These children have EHCPs and are on the waiting lists for specialist provision but require significant additional support to make progress from their starting points.</p>
2 Outcomes	<p>There is a small, key group of pupils in receipt of PP not making expected progress despite interventions.</p> <p>At the end of the 2022/23 academic year 40% of our disadvantaged children did not meet the expected standard in Maths and Reading at the end of KS2. In KS1, 37% did not make the standard in Reading and 46% did not meet the standard in Maths.</p>
3 Pastoral	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn.</p> <p>There has been an increase in the number of pupils requiring specific behaviour plans and interventions since the pandemic.</p>
4 Attendance	<p>Family environmental factors –housing, food. Great Yarmouth is in the 10% most deprived areas in the UK and many of our families are under social and economic pressures as a result of this. Low educational aspiration is a known factor in the area (Great Yarmouth Life Chances Report – DEMOS 2020) and only 23% of households with children are working households. We need to raise the aspirations of our disadvantaged children and increase engagement with the parents of our disadvantaged children.</p>
5 High quality teaching	<p>Resources to support high quality teaching.</p> <p>This is a key objective in the school improvement and development plan for 2023/24 – to ensure that teaching is of a consistently good standard across the school.</p>

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
Accelerated progress	Meeting age related or above expectations by July 2023 and July 2024 and or progress evident in books and formative assessment. KS2 maths outcomes in 2022/23 show that more than 60% of disadvantaged pupils met the expected standard.
Confident and independent learning behaviours	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • support from services like Benjamin Foundation and Art Therapy
Behaviour managed to reduce negative impact on own and others' learning	We are aiming to see a decrease in suspensions and exclusions. We want pupils to be fully accessing the curriculum and, consequently, pupil progress is good. Relationships with adults will continue to be good.
Parents and carers supported to get back on track with a focus on child's education, health and safety	There will be effective parent school partnerships and effective involvement of multi-agencies. Systems in place for IEP review cycles will continue. Good attendance will be the standard expectation. Improved home learning environment support will enable children to access remote learning when required.
Increased capacity to provide targeted support and challenge	Academic needs identified through accurate and timely assessment and met through quality first teaching and/or targeted intervention.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>ELS</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2
<p>Staff to have extra time to support new phonics programme</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p>	1,2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund an advisor for EYFS to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	1,2
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1

<p>Improving the teaching of writing through the use of quality texts</p> <p>CPD for KS2 Teachers</p> <p>The Bob Cox Searching for Excellence Programme</p>	<p>Writing is a key area for improvement in school. The DfE Reading Framework emphasises the need for challenging texts for all</p> <p>Routes to an Enriched Curriculum for All – Searching for Excellence</p>	1
---	--	---

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

Budgeted cost: £11,000(NTP)+ 27 000(RPG)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring 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.	Tuition 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 EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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 Toolkit Strand Education Endowment Foundation EEF	1,2
Purchase of ELS Progress ELS Progress Essential Letters and Sounds Oxford University Press (oup.com)	To ensure that those children who did not achieve the expected standard in the national phonics screening check Phonics EEF (educationendowmentfoundation.org.uk)	1,2
Resources for core and foundation subjects.	Resources needed for high quality teaching 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	5

Employ a pastoral support advisor to support mental health and behavior in school	Prioritise social and emotional learning to avoid “missed... EEF (educationendowmentfoundation.org.uk)	3
---	--	---

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

Budgeted cost: £ 2,000 + £15,710 + £749 +£20934 +£6770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>This will involve training and release time for certain staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>Recruitment of an Attendance Officer to ensure rigorous and consistent action taken to reduce persistent absence (with a strong focus on disadvantaged children).</p>	<p>Generally, the higher the percentage of sessions missed across the key stage at KS2 and KS4, the lower the level of attainment at the end of the key stage. Among pupils with no missed sessions over KS2, 83.9% achieved the expected standard compared to 40.2% of pupils who were persistently absent.</p> <p>The link between absence and attainment at KS2 and KS4, Academic year 2018/19 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)</p>	4
<p>Post of Pastoral Support TA to support children with SEMH or who may have difficulty getting into school and accessing lessons.</p> <p>Purchase of Desty Island Emotional Resilience Programme</p>	<p>School-aged years high impact area 1: Supporting resilience and wellbeing - GOV.UK (www.gov.uk)</p> <p>DESTY Research — Education DESTY</p>	4

<p>STEP on and STEP Up Training for all staff.</p> <p>To support staff in de-escalation techniques and to equip them with the skills to safely handle children as part of agreed behaviour plans.</p>	<p>Norfolk Steps - Schools</p> <p>Reducing the risk of violent and aggressive behaviours Quick guides to social care topics Social care NICE Communities About NICE</p>	<p>3</p>
<p>Purchase of Thrive and training for staff to carry out targeted SEMH interventions with children.</p>	<p>The impact Thrive has on children and the communities around them has been evidenced in several studies. These include: 1. Thrive helps to develop resilience in young people. (Hart and Heaver 20151). 2. Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance (McGuire-Snieckus et al 20152). A supplementary evaluation was carried out in early 2018 that further supported these findings. 3. Staff using the Thrive Approach feel more equipped to manage behaviour and better able to support more vulnerable children. (Office for Public Management 20133)</p> <p>Thrive-Approach-Brochure.pdf (implementingthrive.org)</p>	<p>3,4</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

- KS2 results improved and progress measures for all children improved
- KS1 results were down due COVID having a big impact on starting points
- Phonics assessment was at 65%

This details the impact that our pupil premium strategy activity had on pupils in the 2022 to 2023 academic year:

Intended outcome	Success criteria
Accelerated progress	<p>Meeting age related or above expectations by July 2023 and July 2024 and or progress evident in books and formative assessment. KS2 maths outcomes in 2022/23 show that more than 60% of disadvantaged pupils met the expected standard.</p> <p>In 2022/23, the percentage of pupils meeting the expected standards were: Maths 60% Writing 66% (increase of 5% on the previous year) Reading 60%.</p> <p>In school tracking system showed that 33 disadvantaged children in the Y6 cohort received additional intervention in Maths and English (including tutoring through the NTP) Of those 24 made good progress from their starting points. Of those 18 achieved the combined expected outcome, including 4 who achieved above the expected standard in at least one area. Another 4 children achieved the expected standard in two subjects.</p>
Confident and independent learning behaviours	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Outcomes of Subject Leader and SLT monitoring indicate generally good engagement in lessons with positive learning behaviours evident.</p>

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • support from services like Benjamin Foundation and Art Therapy: <p>Disadvantaged children accessed counselling with the Benjamin Foundation plus 14 children accessed the Art Therapy intervention.</p> <p>New afterschool clubs added in the 2022/3 and 2023/4 year (Cooking Club, Drama, Eco Club, Choir x2, Book Club). Reserved places for Disadvantaged children (65 Disadvantaged children accessed an after-school club place 2022/23)</p>
<p>Behaviour managed to reduce negative impact on own and others' learning</p>	<p>No permanent exclusions in the 2022/23 year through close work with Norfolk Inclusion. Suspensions kept to a minimum.</p>
<p>Parents and carers supported to get back on track with a focus on child's education, health and safety</p>	<p>New Parent Support Officer and an Attendance Officer were recruited in the 2022/23 academic year.</p> <p>PSA works full time supporting disadvantaged families in the FSP and EHAP processes.</p> <p>Systems in place for IEP review cycles:</p> <p>Full time SENDCO has introduced new processes for writing SEND education plans with teachers and parents. She closely monitors progress towards targets.</p> <p>Good attendance:</p> <p>PA reduced from 41% mid year to 23% at year end after rigorous attendance procedures introduced. PA figure for disadvantaged children followed this reducing trend over the year but remains higher than the overall school population.</p> <p>Regular parent workshops held to support reading and SEND.</p>
<p>Increased capacity to provide targeted support and challenge</p>	<p>Academic needs identified through accurate and timely assessment and met through quality first teaching and/or targeted intervention:</p> <p>Tutoring provided through the NTP. Core provision map for school details a range of extensive support and interventions including for disadvantaged children across school.</p>

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	Provider
ELS	Oxford
ELS Progress	Oxford
Norfolk STEPS	Norfolk CC
Desty Island	Education Desty
Thrive	Thrive