



Pupil premium strategy statement

Northgate Primary School

2023-24

School overview

Metric	Data
School name	Northgate Primary School
Pupils in school	658
Proportion of disadvantaged pupils	25.08%
Pupil premium allocation this academic year	256,080
Academic year or years covered by statement	2023-24
Publish date	10 th December 2023
Review date	July 2024
Statement authorised by	Amanda Harrison
Pupil premium lead	Phil Tree
Governor lead	Kate Shurety

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236,080
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£236,080
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Statement of intent

Children who are disadvantaged will thrive in an environment where expectations are high and support is provided for all pupils to reach their full potential in a school of excellence and happiness in the heart of the community. They will be able to analyse information and have resilience to make informed decisions about a range of situations that they encounter. They will have a basis of knowledge that enables them to think critically about the world in a range of contexts and apply existing knowledge to understand it further. Through a broad and balanced curriculum, the children will have access to learning that teaches them about the areas of interest and joy that can be found outside of the school building. We will teach skills through a range of concepts so we can capture their interests and aspirations for the future

Identification of Pupils

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children at Northgate Primary School, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if....”

Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged children are not fluent readers
2	Relationships with families in our school community need to be strengthened
3	Some children have mental and emotional health issues that mean it is hard for them to be regulated and access learning
4	More able disadvantaged children need to be challenged to meet their full potential

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
Improve phonics and reading to enhance reading skills and influence reading for pleasure.	<p>Improved KS1 Phonics scores</p> <p>Progress in RWI Phonics data</p> <p>Progress data in RWI catch-up Intervention</p> <p>Progress in whole school AR and Vernon Spelling Test data</p>
Build relationships with families in our school community	<p>More children access learning/read at home</p> <p>Parents attend workshops/support sessions in school</p> <p>Parents Surveys indicate there are strong links between home and school and support is received for a wide range of needs.</p> <p>Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance.</p> <p>Behaviour incidents are reduced in school due to behaviour support in the home.</p>
Continue to develop Well Being opportunities to support Social, emotional	<p>Children are able to access learning in school</p> <p>Children are more regulated in school</p>

and Mental Health needs and ensure all children are regulated and ready to learn	Less behavioural incidents with children
All disadvantaged children are challenged and meet their full potential	Children make accelerated progress in reading Enrichment opportunities to achieve across a broad and balanced curriculum



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

<u>Activity</u>	<u>Aim</u>	<u>Evidence that supports this approach</u>	<u>Challenge addressed</u>
Computing group with Belszki	To provide opportunities to challenge more able children in computing	Children thrive when they are given opportunities to explore and use computing skills to create their own programmes focussed on key success criteria. There is also a focus on literacy skills.	4, 2

		EEF Evidence: Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five months on average.	
RWI Tutoring	To support all children to make progress with phonics	EEF Evidence 'Evidence indicates that one-to-one tuition can be effective, delivering approximately five additional months of progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers and for subjects such as reading. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive'	1
1:1 Reading support with Mrs Gill	To ensure all children become fluent readers	EEF Evidence 'Evidence indicates that one-to-one tuition can be effective, delivering approximately five additional months of progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers and for subjects such as reading. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive' EEF Evidence: Research which focuses on teachers who provide one to one or small group support shows a stronger positive benefit of between three and five months on average.	1
Nessy Intervention	To support children with dyslexia to achieve in school	EEF Evidence: Research which focuses on teachers who provide one to one or small group support shows a stronger positive benefit to allow children to catch up between three and five months on average.	4
Parent Workshops	To engage parents and support them with learning at home Focus: Phonics, reading and maths	Evidence suggests that parents who have strong relationships with education providers help to accelerate progress amongst their students EEF Evidence: Guidance Report on Engaging Parents 27.11.23	

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

<u>Activity</u>	<u>Aim</u>	<u>Evidence that supports this approach</u>	<u>Challenge addressed</u>
Nurture Room	To provide a nurturing environment to enable the children to play, thrive and build relationships in preparation for returning to their class	Evidence from 2022-23 shows that children to accessed the Nurture Room throughout this year were then able to return to class in a more regulated way and ready to learn EEF Evidence 'Interventions which target social and emotional learning and seek to improve pupils' interaction with others and self-management of emotions, rather than focussing directly on the academic or cognitive elements of learning. SEL Interventions might focus on ways in which students work with (and alongside) their peers, teachers, family or community.	3
Time with Learning Mentor	To support emotional and mental health	Following the Covid Pandemic, we have seen an increase in the number of families (parents and pupils) needing community support. Our pastoral team provides a range of interventions such as time with the Learning Mentor to ensure we are meeting the needs of the whole child. These interventions are tracked by the DHT and fluid in their approach EEF Evidence 'parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parent skills in supporting reading skills and other support for families in crisis	2, 3
Gardening and Forest Schools	To provide outdoor learning opportunities for children who are not able to access these experiences at home	Following EYFS home visits, it was clear that many disadvantaged families did not have access to outside space at home and therefore priority is given to these children to learn about nature, plants and gardening at school in order to access a broad and balanced curriculum Forest Schools sessions will also continue for some children in KS2. Evidence from last year showed that these sessions led the children to be calmer, built resilience and developed new relationships.	3
Time with Khush	To provide emotional support and relaxation and to regulate children	Evidence from the past year has shown that Khush, our school dog has a calming effect on children in the school and can be used to help regulate individuals. He can also help the	3

		children to build resilience, relationships and compassion	
Alternative Play	To support children to access playtime and lunchtime and develop relationship building and management of feelings	EEF Evidence 'behaviour interventions which are proactive seek to improve attainment but reducing challenging behaviour and keep children regulated'	3
Play Therapy	To support emotional and mental health	Following the Covid Pandemic, we have seen an increase in the number of families (parents and pupils) needing community support. Our pastoral team provides a range of interventions such as time with the Play Therapist to ensure we are meeting the needs of the whole child. These interventions are tracked by the DHT and fluid in their approach EEF Evidence 'parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parent skills in supporting reading skills and other support for families in crisis	3
Home School Link Worker Support	To develop relationships with families to support learning at home and school	We have seen an increase in the number of families (parents and pupils) needing community support. Our pastoral team provides a range of interventions such as time with the HSLW to ensure we are meeting the needs of the whole child. These interventions are tracked by the DHT and fluid in their approach EEF Evidence 'parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parent skills in supporting reading skills and other support for families in crisis	2, 3
Family Cooking Sessions	To provide opportunities for families and children to learn about healthy living	Some parents in the school community have found it challenging to provide healthy and nutritious meals at home. Barriers include cookery and nutritional general knowledge as well as financial concerns EEF Evidence: Effective Professional Development 27.11.23	3, 4
Pupil Wellbeing Leader	To develop relationships with children who have	A trial last year showed that children who built a relationship with the new PWL were more settled and regulated in class. The	3

	experience trauma or attachment issues	children found it useful to have a 'safe adult' and a 'safe space' and time to talk EEF Evidence 'behaviour interventions which are proactive seek to improve attainment but reducing challenging behaviour and keep children regulated'	
EYFS Stay and Play Sessions	Build relationships with families in our school community	EEF Evidence 'parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parent skills in supporting reading skills and other support	1, 2
Staff training	To provide training for all staff on the importance of supporting disadvantaged children	Staff knowledge and professional development is vital when tackling disadvantage Training to include weekly bulletin plus bespoke training for teachers and PSAs EEF Evidence: Effective Professional Development 27.11.23	1, 2, 3, 4
Attendance monitoring	To ensure PP children have at least 90% attendance	Attendance is linked to academic outcomes and is also a key indicator of relationships between school and home EEF Evidence: Guidance Report on Engaging Parents 27.11.23	2

Review: last year's aims and outcomes

Where was the money being spent?	What support was provided?	Outcome and Impact
Learning Mentor Play Therapist	To provide social and emotional support to Children, 1:1 and small group sessions. The Learning Mentor will liaise with the class teachers and parents to support individuals.	These forms of support are extremely valuable to a large number of children in the school. There are children who may work with our Learning Mentor or School Counsellor for a short period of time but there are others who work with them over a longer period of time. We will be continuing with this support next year.
Lunchtime Alternative Play provision	To provide small group support at lunchtimes for vulnerable children. The Learning Mentors support children to develop collaborative skills, nurturing them during times of difficulty.	Children taking part were able to settle at lunchtime. This provision also changed forms depending on the children who needed it. Some children needed more calming activities inside whereas with the children the learning mentor helped to referee football and develop team working skills.
Librarian	To provide 1:1 and group reading support, leading library sessions and ensuring a rich variety of texts in school library	More able children were able to be extended and enthused via the librarian's knowledge. Children also helped write a book based on school values and promote School Book Awards
Nurture Room	To provide social, emotional and academic support for children 1:1 and in small groups to support learning in class and behavioral needs	Most children who attended the Nurture Room will be returning to class full or part time from September
Family support worker	To provide support for the whole family to help parents and children to build strong	Support has meant that children have attended school more and

	relationships with school. Solution focused intervention for children & families	families have felt supported by school during the last year
Play Therapist	To support a variety of children with attachment, trauma or behavioural needs with weekly sessions and feedback to parents	The children are regulated and able to express their feelings better. Teachers have reported that many of the children are more focussed when in class
Pupil Premium Teacher time	Weekly sessions with class teacher where PP children can benefit from extra pastoral support, gap analysis and gap filling, pre-teaching, 1:1 target setting, family liaison.	Writing was focus during PP time and therefore had the largest impact. Reading and maths will be a focus going forward. The gap was also narrowed in writing between PP and non-PP children The success criteria are difficult to measure but anecdotal evidence suggests that a large number of pupils have a greater understanding of their next steps and have acted upon these therefore making better progress
Therapy dog	To support a variety of children with various needs e.g. attachment, trauma, behavioural to help calm and regulate children and support learning	Throughout 2022-23, Khush the dog was used to help regulate and calm children when they needed it. He was also used for planned sessions with disadvantaged children, especially those in the Nurture Room. Khush has also been a reward for certain children and he has taught them patience and respect.
Forest Schools	To support children to access a broad and balanced curriculum. Focus also on social and emotional health, building relationships and resilience	Children who joined these groups worked better with peers, were calmer and were able to build resilience skills. They also found the sessions interesting and enjoyable. These sessions will continue in 2023-24
Gardener	To support children to access a broad and balanced curriculum and to work with individual children with more specific needs.	Children who joined these groups worked better with peers, were calmer and were able to build resilience skills. They also found

	Focus also on social and emotional health, building relationships and resilience	the sessions interesting and enjoyable. Gardening to reduce from Sept 23
AHT to lead PP provision	Assistant Headteacher employed to oversee Pupil Premium spending, manage resources and evaluate impact plus conference and training	All children in all classes have been monitored closely for academic performance and barriers to learning. Teachers given guidance to identify and support PP children. Training given to ensure understanding these barriers AHT went on sabbatical Dec 22-Sept 23. DHT took over leading PP provision
Sensory Integration resources to support individuals with sensory needs	Sensory room resources and sensory bag resources to support individuals with attachment difficulties, including Nessy, Mighty writer resources to support writing and books	Evidence from teachers shows that using the sensory rom allowed children to independently self- regulate when needed, as it sensory resources used in the classroom
Trip and uniform subsidies	Financial support to enable pupils to access outdoor and adventurous activities and participate in team building events beyond the school day. Incentive of free school uniform items made available to parents of all pupils eligible to receive Free School Meals.	Enables children to experience life beyond the classroom that they may never usually be able to. Allows them to bond with their friends and classmates. We will be continuing with this support next year. Children will feel part of the school if they have correct school uniform. This will enhance their engagements with learning. We will be continuing with this support next year.