



Pupil premium strategy statement

Northgate Primary School

2025-2026

School overview

Metric	Data
School name	Northgate Primary School
Pupils in school	603
Proportion of disadvantaged pupils	25.37%
Pupil premium allocation last academic year	£218 160
Academic year or years covered by statement	2024-2025 2025 - 2026
Publish date	19 th December 2025
Review date	July 2026
Statement authorised by	Amanda Harrison
Pupil premium lead	Amanda Harrison
Governor lead	Sarah James

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£232,36
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 and our local 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.	Improved KS1 Phonics scores Progress in RWI Phonics data Progress data in RWI catch-up Intervention Progress in whole school AR assessments Targeted pupils engage in reading more independently

<p>Build relationships with families in our school community</p>	<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>
<p>Continue to develop Well Being opportunities to support Social, emotional and Mental Health needs and ensure all children are regulated and ready to learn</p>	<p>Children are able to access learning in school</p> <p>Children are more regulated in school</p> <p>Less behavioural incidents with children</p> <p>Pupils are able to identify how 'well-being interventions' support them</p>
<p>All disadvantaged children are challenged and meet their full potential</p>	<p>Children make accelerated progress in reading</p> <p>Maths manipulatives and adapted resources are used to support learners to access all learning</p> <p>Enrichment opportunities to achieve across a broad and balanced curriculum</p>



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

Activity	Aim	Evidence that supports this approach	Challenge this addresses
Reading groups in Y3-Y6 – targeted pupils with DHT, and teachers	To develop confidence and fluency in reading aloud To develop a love of reading To develop reading skills including retrieval and inference	EEF emphasises that: -Pupils often initially learn strategies through guided practice in small groups -Small groups allow: modelling , questioning, scaffolded discussion and gradual release to independence	1,2,4
Reading intervention 1:1 with school librarian – targeted pupils who are underachieving and meeting with their parents	To develop confidence and fluency in reading aloud To develop a love of reading To develop reading skills including retrieval and inference	Research consistently shows that reading enjoyment is strongly linked to attainment. The <u>National Literacy Trust</u> reports that: -Children who enjoy reading are significantly more likely to achieve higher reading scores -Reading for pleasure is a stronger predictor of attainment than socio-economic background in some studies Librarians support this by: -recommending books tailored to interests -running reading events and clubs -creating a positive, low-pressure reading environment Impact: -Increased motivation to read -More independent reading practice (a key EEF principle)	1,2,4
Reading intervention 1:1 with school librarian – targeted pupils who are high achievers	To stretch and challenge pupils who are high attainers and develop and enhance their opportunities	A librarian: • curates high-quality, challenging texts • matches pupils to books beyond standard reading schemes • introduces authors and genres pupils may not encounter in class	1,2,4

		Research link: EEF highlights that reading comprehension improves when pupils engage with appropriately challenging texts and are exposed to rich language.	
Maths groups in Y6 – targeted pupils with DHT	To develop confidence and fluency in maths knowledge To develop confidence tackling maths word problems and applying foundational knowledge	EEF emphasises that: -Pupils often initially learn strategies through guided practice in small groups -Small groups allow: modelling , questioning, scaffolded discussion and gradual release to independence	4
RWI Tutoring – 1:1 and small groups in Y1 and Y2	To support all children to make progress with phonics	EEF Evidence ‘Evidence indicates that oneto-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, 4
Reading ‘locality’ with disadvantaged and disengaged boys – link with local secondary school	To be inspired by older boys to help promote in reading To develop confidence and fluency in reading aloud To develop a love of reading To develop reading skills including retrieval and inference	Reading engagement is declining overall, especially among boys. Peer-based approaches can: • Increase motivation • Provide social purpose • Build confidence In practice, schools often use older boys as role models to: • Challenge “reading isn’t for boys” attitudes • Provide relatable reading identities	1,2,3,4

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

Activity	Aim	Evidence that supports this approach	Challenge this addresses
Nurture room	To provide a nurturing environment to enable the children to play, thrive and build relationships in preparation for returning to their class	<p>Evidence from 2024-25 shows that children who accessed the Nurture Room throughout this year were then able to return to class in a more regulated way and ready to learn</p> <p>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.</p>	3
Time with learning mentor or ELSA	To support emotional and mental health	<p>Our pastoral team provides a range of interventions such as time with the Learning Mentor or ELSA to ensure we are meeting the needs of the whole child. These interventions are tracked by the DHT and are fluid in their approach.</p> <p>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</p>	2, 3
Outdoor Learning 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. Outdoor learning is also aimed at pupils who struggle to	3

		<p>work collaboratively and build relationships with their peers</p> <p>Forest Schools sessions will also continue for all children in the school. Evidence from last year showed that these sessions led the children to be calmer, built resilience and developed new relationships.</p>	
Time with school pets	To provide emotional support and relaxation and to regulate children	Evidence from the past year has shown that Khush, our school dog and Tinkerbelle, the tortoise, have a calming effect on children in the school and can be used to help regulate individuals. He can also help the children to develop relationships, empathy and resilience.	3
Alternative playtimes	To support children across KS1 and KS2 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 To develop relationships with children who have experienced trauma and who need additional support through talking therapy, experience trauma or attachment issues	<p>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.</p> <p>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</p>	3
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
Book Awards in KS2	To develop a love of reading and build confidence and self-esteem in pupils through their engagement with the librarian,	<p>The <u>National Literacy Trust</u> reports that:</p> <p>-Children who enjoy reading are significantly more likely to achieve</p>	1, 2, 3 and 4

	established authors and their peers during the book awards process and celebration evening.	higher reading scores -Reading for pleasure is a stronger predictor of attainment than socio-economic background in some studies	
Pupil leadership	Develop opportunities for pupil leadership roles – visiting the locality/outreach work Including Young interpreter visits and Eco visits	EEF consistently highlights: • Pupils benefit from explaining, modelling, and articulating thinking When pupils take leadership roles: • They explain learning to others • They model strategies Pupil leadership roles can: • reinforce metacognitive talk • deepen understanding for the leader	2, 4
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 learners. 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
Trip subsidies	Financial support to enable pupils to access outdoor and adventurous activities, including swimming and residential Y6 trip and participate in team building events beyond the school day.	EEF and wider research highlight that disadvantaged pupils often have: • fewer cultural experiences • less background knowledge • reduced vocabulary exposure This links to what's often called the experience gap, which directly affects: • reading comprehension • writing quality • engagement with the curriculum Trips help close this gap by giving pupils shared, real-world experiences.	4

2024-2025 Review: last year's aims and outcomes

<i>Where was the money being spent?</i>	<i>What support was provided?</i>	<i>Outcome and Impact</i>
Computing group with Belszki	Groups for PP pupils provided to support with challenge for more able pupils in Computing	Pupils were able to articulate their growing understanding and confidence and felt challenged in their learning. They were able to support the learning of their peers, deepening relationships as well as learning.
RWI Tutoring	To support all children to make progress with phonics	Targeted pupils made progress in their phonics and their enjoyment in reading. This was further supported by the provision put in place by the teacher, who developed links with parents through parental workshops.
Nurture Room	To provide a nurturing environment to enable the children to play, thrive and build relationships in preparation for returning to their class	Nurture has mainly been working with pupils in KS1 and lower KS2 to support with relationships, turn-taking and resilience. Many of the pupils who accessed nurture this year, have now accessed classroom learning more consistently and pupils on reduced timetables have had these extended.
Time with Learning Mentor	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.	The Learning mentor continues to develop relationships with pupils and their families – supporting children through times of challenge, EBSA, bereavement and trauma. The impact of these relationships supports with children accessing their learning in a more 'ready to learn' fashion. Through these relationships, the learning mentor is now a safe adult for these pupils and is able to regulate them when needed.
Gardening and Forest Schools	To provide outdoor learning opportunities for children who are not able to access these experiences at home	<p>Opportunities for forest school have supported all pupils across the school. These sessions help children to develop resilience and confidence. Additional forest school sessions for our younger pupils (many of whom do not have access to gardens) and for PP pupils with complex needs have been prioritised.</p> <p>Outdoor learning sessions have been targeted at pupils with SEMH needs. These sessions have supported pupils to feel more resilient about coming to school and develop strategies for working with and playing with their peers.</p>

Time with Khush (the dog)	To provide emotional support and relaxation and to regulate children	Khush continues to provide emotional support for key pupils across the school. He also helps to support pupils understanding of roles and responsibility.
Alternative Play provision	To support children to access playtime and lunchtime and develop relationship building and management of feelings	This provision was aimed at KS2 pupils who wither struggled to be on the playground or felt they needed a quieter environment. Some children were 'selected' to attend sessions to support with playtimes and some children signed up on the day. Feedback from pupils and a decrease in playtime behaviour incidents, show the impact of this provision.
Play therapy	To support emotional and mental health	The majority of these pupils have either come to the end of their sessions or their sessions have decreased. For individuals, this has helped them to regulate more independently and quickly and there has been a reduction in the behaviour concerns for these pupils. Pupils have felt more settled in their class environment and their social skills and self-esteem has increased.
Home school link worker support	To develop relationships with families to support learning at home and school	Support has meant that children have attended school more frequently and been able to access learning. Families have felt supported by school during the last year and have become more resilient to the challenges they have faced.
Pupil Wellbeing Lead	To develop relationships with children who have experienced trauma or attachment and who need additional support through talking therapy	The pupils who work with the well-being lead see her either individually or in small groups. This has supported KS1 and EYFS pupils who have faced challenges at school or at home and has given them the opportunity to communicate through games, play and images. This has developed resilience and self-esteem in these pupils.
EYFS Stay and Play Sessions	Build relationships with families in our school community	Relationships between school and home has improved in the EYFS setting. Parental participation has increased with parents attending workshops and more parents supporting learning at school and home. Relationships with parents and staff are open and there is a growing trust which is having a positive impact on outcomes in EYFS.
Staff training	To provide training for all staff on the importance of supporting disadvantaged children	Staff are aware of the PP pupils in their care and are able to identify how they provide additional support and challenge for these pupils.

<p>Attendance monitoring</p>	<p>To ensure PP children have at least 90% attendance</p>	<p>Attendance officer has continued to embed effective systems for tackling attendance concerns. Meets regularly with HT and DHT to discuss priorities.</p> <p>Attendance awards are used as an incentive to support with class and individual attendance – percentages have improved.</p> <p>PP attendance has improved Attendance education for EYFS parents has helped increase attendance in EYFS Pastoral support for key pupils has helped improve attendance</p>
------------------------------	---	---