

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

### School overview

Detail	Data
School name	Northfield Primary School with Communication Resource
Number of pupils in school	368
Proportion (%) of pupil premium eligible pupils	93 pupils (23%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2024 (3 year plan)
Date this statement was published	September 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Lee Bell
Pupil premium lead	Lee Bell
Governor / Trustee lead	Miriam Abbott

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,935
Recovery premium funding allocation this academic year	£5,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£23,300

## 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 their potential across all subject areas. We want all pupils to want to come to school, be their best and be confident, independent, successful learners. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals and provide them with a range of opportunities that prepare them for the next stage of their education.
- Our pupil premium strategy is a fully integrated part of our school improvement plan.
- We consider the challenges faced by vulnerable pupils, such as children in care, those who have a social worker or those with special educational needs and disabilities and provide a clear pastoral offer. 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 and learning 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.
- We continue to adapt our curriculum to prioritise missed teaching content and to fill the gaps in learning. This will allow pupils to build on prior learning and ensure progression in the curriculum.
- Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact or needs of disadvantaged children and their families. 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're set
  - 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.

Challenge number	Detail of challenge
1	Internal and external assessment indicate children's fluency skills to support stamina and comprehension for reading have significant weaknesses and gaps, therefore children are not reading with sufficient fluency or understanding.
2	Internal and external assessment shows that a significant minority of children have gaps in basic maths knowledge, including their mathematical vocabulary. This is limiting their ability to use and apply mathematics effectively.
3	Observations indicate that the subject knowledge of some adults in school is not effectively supporting pupil learning in class.
4	Observations and monitoring indicate that planning, assessment and feedback for some foundation subjects do not support pupils to make strong gains in their learning
5	Observations and discussions with pupils suggest that many pupils have a limited range of cognitive and metacognitive strategies to draw upon. Due to this, some pupils are not motivated to tackle potentially challenging tasks nor retain knowledge effectively.
6	Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral intervention, including social, emotional and mental health support.
7	Attendance data shows a disproportionate number of disadvantaged pupils are classed as persistent absentees and therefore do not fully engage with school life. This has a negative impact on their social and emotional development and creates wide gaps in learning.
8	Due to social, emotional and financial difficulties for many disadvantaged families, pupils' wider experiences have become increasingly limited. Many families work long hours and unsociable shifts and find it difficult to provide rich cultural capital for their children.

## 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
By Year 6, a large majority of pupils have sufficient reading fluency, comprehension and stamina to read age-appropriate texts effectively.	All children, including disadvantaged, complete the Read, Write, Inc programme by the end of KS1. Accelerated Reader data shows an average increase in reading age of at least 14 months over the course of the year in each year group. KS2 reading outcomes for all pupils are at least in line with the national average.

	KS2 reading outcomes for disadvantaged pupils are broadly in line with the national average.
By Year 6, a large majority of pupils have sufficient mathematical fluency and understanding to use and apply mathematical knowledge effectively.	Year 4 times tables screening outcomes are broadly in line with or better than national average. KS2 maths outcomes for all pupils are at least in line with the national average. KS2 maths outcomes for disadvantaged pupils are broadly in line with the national average.
All adults have a high level of subject knowledge to be able to challenge and support pupil learning.	All teaching and learning is at least good throughout the school in all subjects.
Pupils will receive timely feedback which supports them to make strong progress.	Teachers make effective use of diagnostic/ongoing assessments to close gaps in pupils' learning and address misconceptions. Pupils make strong progress in all curriculum areas as a result of responsive and timely feedback.
A variety of metacognitive strategies are modelled and used by adults and children to support effective learning and retention of knowledge.	Pupils display a range of taught metacognitive strategies relevant to their age and level of understanding. Lesson observations show that pupils think critically to choose the most effective strategies to support independent learning. As a result of most pupils using metacognitive strategies effectively, they make strong progress.
Children and families receive high quality pastoral support.	Children and families, who require additional support, report that they have received timely and high-quality pastoral support. Sustained high levels of wellbeing are demonstrated by: qualitative data from pupil voice, pupil and parent surveys and teacher Improved scores on the pupil emotional literacy questionnaires in KS2. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Disadvantaged pupils attend school more regularly as a result of targeted support.	The average attendance of disadvantaged pupils is at least 95%. The number of cases of avoidable persistent absenteeism reduces year on year with sustained high attendance.
School's wider curriculum exposes children to a wide range of experiences and supports improved curriculum knowledge and understanding.	Qualitative data from pupil voice, pupil and parent surveys and teacher observations. Pupils demonstrate improved background knowledge across a range of curriculum areas as a result.

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: £35,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on Accelerated Reader programme to secure improved fluency and comprehension	EEF research shows +3 months progress per year	1
CPD on Read, Write, Inc (RWI) 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/Toolkit Strand/Education Endowment Foundation/EEF	1
RWI specialist teaching assistant	Phonics/Toolkit Strand/Education Endowment Foundation/EEF	1,3,4
TLR for leadership of Talk	EEF Literacy at KS1 Voice 21 Oracy development programme	
CPD for staff on talk Voice 21 development programme		1,2,3,4,5
CPD for staff on metacognition and metacognitive strategies	EEF research shows +7 months progress per year  One Wakefield Metacognition and Memory Programme in conjunction with Bradford Research School	1,2,4
TLR for leadership of PSHE and RSHE	Jigsaw PSHE Curriculum	3,6
Jigsaw resources that support statutory RSE, as well as SMSC/British Values, E-Safety etc.	Jigsaw PSHE Curriculum	3,6

Implementation of One Wakefield programme to improve outcomes for disadvantaged pupils	2 year partnership with Bradford Research School	1,2,4
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £70,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Accelerated Reader Programme to support reading fluency and stamina	EEF research shows +3 months progress per year	1
Improve the quality of social and emotional learning through the purchasing of ELSA intervention	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): EEF Social and Emotional Learning EEF Case Study Example	4,6
Employ Intervention Teacher (1:1 and small group)	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 or small group:  One to one tuition / EEF Small group tuition / Toolkit Strand / EEF	1,2
Recruit tutor to facilitate tutoring (1:1 and small group)	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 or small group:  One to one tuition / EEF Small group tuition / Toolkit Strand / EEF	1,2
PiXL Membership	EEF use of diagnostic assessment	

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

Budgeted cost: £27,898

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor employed to provide pastoral support	EEF Case Study Example	6
Training for learning mentor on wellbeing for pupils	Mental Health First Aider EEF SEL	6
Improve the quality of social and emotional learning through purchasing of ELSA Intervention	DFE Mental Health and Wellbeing in Schools	6
Mental Health Champions programme for Year 5 children	DFE Mental Health and Wellbeing in Schools	6

**Total budgeted cost: ££107.935**

## 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.

GLD data for 2021/22 showed 43% of disadvantaged pupils achieving GLD, which is an increase from 30% the previous year.

Our Y1 PSC outcomes remained above national figures, with 87% all pupils and 80% of disadvantaged pupils meeting the expected standard, an increase of 2% from the previous year. In the Y2 phonics recheck, 93% of all pupils and 90% of disadvantaged pupils achieved the expected standard. This was as a result of regular coaching, resulting in high quality phonics teaching as well as daily targeted one-to-one support for those falling behind.

End of KS1 results in RWM were above the 2023 national figures for all pupils at 57%, with 40% of disadvantaged pupils reaching the expected levels. 2% of pupils reached end of KS1 greater depth standards in RWM. 76% of all pupils reached expected standards in reading, compared to 68% nationally. 70% of Year 2 disadvantaged children reached expected standards in reading compared to 51% nationally. 57% of all pupils reached expected standards in writing, compared to 60% nationally. 40% of disadvantaged children reached expected standards, compared to 61% for all others. 78% of all pupils at the end of KS1 reached expected standards in maths, compared to 70% nationally. 70% of disadvantaged children reached expected standards compared to 81% for all others.

At the end of KS2, figures for all pupils were lower than national, with 69% of all pupils and 38% of disadvantaged pupils achieving the expected standard in combined reading, writing and maths. 71% of all children reached expected standards in reading, 38% disadvantaged compared to 78% for all others. The average scaled score for all children in reading was 105.0, with 100.4 for disadvantaged children compared to 105.6 for all others. All pupils made -1.1 progress in reading at the end of KS2 with disadvantaged pupils making progress of -6.2.

71% of all children reached expected standards in writing, 38% disadvantaged compared to 78% for all others. All pupils made -0.8 progress in writing at the end of KS2 with disadvantaged pupils making progress of -3.9.

82% of all children reached expected standards in maths, 38% disadvantaged compared to 90% for all others. The average scaled score for all children in maths was 104.6, with 96.4 for disadvantaged children compared to 106.0 for all others. All pupils made +0.9 progress in maths at the end of KS2 with disadvantaged pupils making progress of -4.1.

All pupils have been offered a wide range of extracurricular clubs throughout the year. Disadvantaged children are offered free places at extracurricular clubs. 85% of disadvantaged pupils attended at least one club in 2021/22 (64 out of 75 eligible pupils). Only 1 disadvantaged child in KS2 did not attend at least one club during the year. We know that this child attends sports clubs outside of school.

The significant provision of targeted interventions as well as in-school and after-school catch-up tuition have not yet had enough time to plug the gaps in learning. Disadvantaged school attendance for the academic year 22/23 was 89.71% attendance compared to 93.1%



## 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
Read, Write, Inc	Ruth Miskin
PiXL	PiXL
Jigsaw	Jigsaw PSHE
Accelerated Reader	Renaissance Learning
Mastery Maths	Maths Hub
NELI	Eiklan

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	(2 siblings) Free extracurricular activities Discounted trips and visits Extracurricular phonics booster
What was the impact of that spending on service pupil premium eligible pupils?	Both pupils achieved expected levels in all areas at the end of the year. 1 pupil achieved GLD at the end of the year 1 pupil passed PSC at the end of the year. Both pupils on track within the Read, Write, Inc programme

## Further information (optional)

In planning our new pupil premium strategy, as part of our involvement in the One Wakefield Disadvantaged Programme, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. Leaders believe that this was as a result of insufficient depth of analysis to support key decisions and lack of research.

As this strategy conveys, we are now intently focused on working on key priorities in a simple, systematic and effective way, backed up with the outcomes of national research. Leaders have therefore integrated both our School Improvement Plan and our previous pupil premium plan into one strategy which focuses on overcoming challenges faced by disadvantaged learners, for the benefit of all.