

# Northfield Primary School with Communication Resource

## 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 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	344
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2028
Statement authorised by	Joe Ayre
Pupil premium lead	Joe Ayre
Governor / Trustee lead	Anthony Dee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,286
Recovery premium funding allocation this academic year	£0
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	£132,286
---	----------

## Part A: Pupil premium strategy plan

### Statement of intent

We strive to ensure all our pupils become successful learners who inspire together, grow together and succeed together, at Northfield Primary School. Our aim is to deliver a first-class education to all students so that they make outstanding progress and get the chances in life they deserve. We believe that a first-class education is empowering, it brings choice, it brings freedom, and it levels the playing field. This is especially true for those students for whom the school receives Pupil Premium funding.

We intend to use the funding to provide the best quality of education in the classroom alongside exemplary pupil support to ensure that students can overcome barriers to success, and fully access and embrace an education that will transform their lives and open doors of opportunity.

#### Our ultimate objectives are:

For all disadvantaged pupils to achieve high attainment across the curriculum, particularly in early reading, phonics and at the end of key stage 2 assessments.

For all disadvantaged pupils in school to meet or exceed nationally expected progress rates.

For all disadvantaged pupils to access an ambitious and knowledge rich curriculum that develops personal and social skills, confidence in learning and cultural capital so that they become well-rounded individuals who achieve their ambitions and flourish in life.

#### Our Approach:

Is underpinned by one of our Trust's guiding principles, 'Achievement without excuses'.

Takes into consideration that each of pupil premium students faces varying degrees of academic and pastoral challenge. Consequently, our approach is to understand these potential barriers to learning to enable students from disadvantaged backgrounds to achieve as well as all students.

Is responsive to individual and common challenges to learning for disadvantaged students: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues as well as the need for external agency support. These

factors add to the complexity of each child and their family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

### Key Principles

Our key principles are aligned with our whole school curriculum intent and improvement strategy and follow the guidance from the Education Endowment Foundation (EEF):

Evidence informed approach (EEF Guide to the Pupil Premium) three tiered model – teaching, targeted academic support and wider strategies.

Teaching and learning opportunities meet the needs of all the pupils so that they achieve well and meet expected outcomes.

Appropriate provision and resources are made available for pupils who belong to vulnerable groups, so that barriers are removed to allow a secure and successful learning environment.

Ensure that teaching staff are involved in robust analysis of data and identification of the barriers to pupils’ learning. Ensuring teachers are fully aware of strategies required to enable all children succeed.

Pupil premium funding allocated following a needs analysis which will identify priority classes, groups or individuals.

Provide an effective allocation of funding so that disadvantaged pupils receive enriched, broad and exciting experiences that enhance the curriculum and develop pupils’ culture capital.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Low attainment on entry to the EYFS</b>  Low attainment on entry to the UFS. Disadvantaged pupils have lower starting points in PSED, C&L and literacy and maths.
2	<b>Behaviour and Attitudes to Learning</b>

	Some pupils are lacking in the skills to enable them to be ready to learn. Some disadvantaged pupils lack toilet training skills, behaviour regulation and social interaction skills.
3	<p><b>Wellbeing and Social, Emotional Mental Health (SEMH)</b></p> <p>A small group of pupils find the regulation of emotion a significant challenge. There is an increasing number of pupils with SEMH needs across school.</p>
4	<p><b>Attendance</b></p> <p>A number of our disadvantaged pupils struggle with attendance and punctuality which is having a direct impact on low attainment.</p> <p>Some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p> <p>The attendance of our disadvantaged children, is still below that of non-disadvantaged pupils.</p>
5	<p><b>Personal Development</b></p> <p>Pupils have limited opportunities for wider experiences, there is a need to enhance the curriculum with educational visits, LYFTA and The Northfield 50 Experiences Passport.</p> <p>Wider opportunities at Northfield are given a high priority, this is even more important for our disadvantaged children.</p>
6	<p><b>Attainment</b></p> <p>Disadvantaged pupils attaining lower than all other pupils at different assessment points throughout the school.</p> <p>As a school we are acutely aware that we must provide additional support for our disadvantaged pupils to ensure any gap in attainment is narrowed.</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
<p><b>Teaching, Learning and Assessment</b></p> <p>Develop great teaching through the Trust teaching and learning framework, instructional coaching and through strategic partnerships with appropriate teaching hub schools.</p>	<p>By 2025/26:</p> <p>Trained and ambitious staff are accessing stage appropriate career development (Including ECTs and aspiring leaders). Teaching profile: 100%+ proficient/ exemplary. Outcomes for disadvantaged pupils are met / exceeded at all assessment points across school.</p>
<p><b>Attainment</b></p> <p>Improved attainment of disadvantaged pupils across school with a focus on Reading, Writing and Maths.</p>	<p>By 2025/26:</p> <p>Quality first teaching ensures that disadvantaged pupils make accelerated progress. Robust A &amp; I meetings ensure disadvantaged pupils are a key focus. Rigorous and well-planned interventions target our most vulnerable pupils.</p>
<p><b>Attendance</b></p> <p>Improved attendance and persistent absence amongst disadvantaged students so that Attendance and Persistent Absence should be in-line with National other.</p>	<p>By 2025/26:</p> <p>Attendance of disadvantaged pupils is in-line with the National other. Parents respond positively to the procedures in place to support disadvantaged pupil attendance.</p>
<p><b>Oracy</b></p> <p>Implement and embed strategies to improve the quality of oracy skills for disadvantaged pupils throughout school.</p> <p>In turn supporting pupil confidence to retain and discuss prior learning.</p>	<p>By 2025/26:</p> <p>Introduce morning memory maps to provide children with a further opportunity to retain knowledge through class discussions. Class assemblies are timetabled to provide further opportunity to show case prior learning and practice oracy skills. Regular 'talk team' time planned into the curriculum to allow children to develop confidence when speaking within a group. TLAC strategies embedded within lesson structures to allow pupils oracy opportunities each lesson.</p>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver highly effective CPD to increase the quality of the teaching profile across the school.	<p>Quality first teaching in the classroom has the biggest impact on accelerating progress in students and closing gaps in learning. It is essential that our CPD offer is highly effective.</p> <p>'We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom'. (EEF 2020- 21, The EEF Guide to Supporting School Planning, A Tiered Approach)</p> <p>A study published by the Education Policy Institute (Fletcher-Wood &amp; Zuccollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher.</p>	1,2,3,4,5,6
Use of instructional coaching to develop teachers' expertise in the classroom.	<p>Instructional coaching is the best tool educators have in improving teaching quality. The one-to-one conversation focuses on the enhancement of learning and development through increasing self- awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coachee through questioning, active listening, role play and appropriate challenge in a supportive and encouraging climate.</p> <p>'In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD'. (Ambition Institute)</p>	1,2,3,4,5,6

Recruitment and retention of outstanding teachers and leaders to ensure disadvantaged pupils receive a high quality of education.	<p>“Every day, teachers get the chance to inspire children and young people, shaping thousands of lives. But the growing number of students means we need to attract even more people into the profession, and then make sure they are supported to not just stay, but to thrive”. (DfE Teacher Recruitment and Retention Strategy, January 2019).</p> <p>Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient to a successful school and should rightly be the top priority for pupil premium spending, (EEF research 2019).</p>	1,2,3,4,5,6
Developing metacognitive	Developing metacognitive and self-regulation skills in all pupils to enable them to become independent learners who ‘know and remember more’ curriculum knowledge.	1,2,3,4,5,6

and self-regulation skills.	<p>Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	
<i>NFER Assessment materials for all year groups</i>	<p>Standardised diagnostic assessments to identify individual pupil need for both teaching and learning and academic intervention.</p> <p>To improve systems, expectations and practice in classrooms so that pupils are given the best chance possible of accelerating their learning.</p> <p>The development of the coaching model and projects taken as part of the NPQ programmes will support staff in ensuring that provision in the classroom meets the needs of all pupils.</p>	2,4,6

	<p>As part of the assessment cycle using the NFER assessment packages this will ensure that progress is measured and intervention is implemented and pitched at the correct stage to ensure accelerated progress. NFER tests will support teacher assessment and inform pupil progress meetings – informing discussion about the progress and achievement of our disadvantaged pupils.</p>	
<p>To support the delivery of phonics using RWI</p>	<p>Ensuring consistency of teaching of early reading and phonics and purchase of additional reading books (decodable) matching to developing phonic knowledge and the RWI programme. This will include professional development and support from RWI accredited representatives.</p> <p>Embed the use of the reading initiative RWI to ensure disadvantaged pupils have their barriers to reading addressed.</p> <p>Children entering KS2 who have not reached the expected standard in reading and writing due to not having access to the RWI programme at EYFS and Year 1. In KS2 there are socially deprived families who are supported by additional services (13 pupils, 20%). These pupils are less likely to have the breadth of vocabulary required in KS2. This intervention is designed to ensure pupils are age related readers and leave school in line with their peers.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p> <p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p>	<p>1, 2,6</p>



<p><i>To support fostering a love of reading in school.</i></p>	<p>Some of our disadvantaged children have limited (or no) access to books outside of school. We have Accelerated Reader in KS2 and our children benefit from accessing an enhanced range of fiction and non-fiction reading materials.</p> <p>Reading for Pleasure is a fundamental part of our Trust reading strategy, with all children entering school and having dedicated reading time with high-quality, engaging texts.</p> <p>During this Reading for Pleasure, daily session, skilled adults are able to work alongside the children in order to develop their comprehension skills.</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics they are a crucial component of early reading instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1, 2, 6</p>
<p>Lyfta</p>	<p>EEF research and evidence provided by Renaissance Learning shows that Digital Technology approaches have the most impact on improving outcomes for disadvantaged students, particularly with regards to reading and improving Maths skill. These will also support home learning.</p> <p>Using Digital Technology to Improve Learning:  <a href="https://educationendowmentfoundation.org.uk/using-digital-technology-to-improve-learning">Using Digital Technology to Improve Learning   EEF</a>  <a href="https://educationendowmentfoundation.org.uk/using-digital-technology-to-improve-learning">educationendowmentfoundation.org.uk)</a></p>	<p>2,3,4,5</p>
<p>Staff CPD Whole School SLA Support from SALT</p>	<p>To provide support to class teachers and learning support assistants in order to support those pupils with SEND and learners working in the bottom 20% of attainers with quality first class teaching. Higher proportions in each year group for those with additional needs and those who are not working at age related standards are disadvantaged.</p> <p>Ensure that classroom provision meets the needs of all learners. Embedding dialogic teaching across school. This will include professional development, incremental coaching and teacher release time working with external expertise.</p>	<p>2, 5, 6</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND support Teacher led intervention for disadvantaged pupils with SEND.	<p>The EEF Special Education Needs in Mainstream Schools guidance report recommends that schools should understand the needs of students, and that they should complement high quality teaching with targeted interventions.</p> <p>Small group / one-to-one intervention with LSA/Teacher for disadvantaged children not making expected progress in reading, writing and maths across school from EYFS to Year 6.</p> <p>To ensure that pupils who require additional support with emotional health and wellbeing have access to licensed practitioners (EP/ CIAT / SALT) and qualified ELSA practitioner.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1, 2, 4
National Tutoring Programme tuition.	<p>Third Space learning is a well-established intervention in our school and has a track record of accelerating pupil progress in Mathematics.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<i>Music SLA</i>	<p>Access to music services a priority for those that are disadvantaged.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor (pastoral, wellbeing, behavioural and attendance support)	<p>To have in place a staffing structure with roles and responsibilities that promotes consistency in carrying out pastoral, behavioural and attendance support to disadvantaged pupils and families.</p> <p>National research illustrates that children with lower attendance do not perform as well within examinations as students with a higher overall attendance percentage. Students who are not attending are at higher risk of harm as we are unable to monitor their wellbeing and ensure we are safeguarding them effectively.</p> <p>Tracking and monitoring attendance allows key stake holders to identify patterns and attendance issues early allowing action to be taken to address the issues in a timely manner.</p> <p>Attendance:  <a href="#">Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>Behaviour:  <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	3, 4, 6

Provide pupils with cultural capital experiences.	<p>To provide disadvantaged pupils with cultural capital experiences via assemblies, deeper learning days, cocurricular, student leadership, visiting speakers and trips.</p> <p>The term 'character', means a set of attitudes, skills and behaviours. An extensive co-curricular can help develop self-control, confidence, social skills, motivation and resilience. Character is thought to underpin success in school and beyond.</p> <p><a href="https://educationendowmentfoundation.org.uk/life-skills-and-enrichment-eeef">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/arts-participation-eeef">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	3, 4, 5
<i>Breakfast Club</i>	<p>To ensure that attendance of those that are disadvantaged does not fall below national and to reduce those that are at PA.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a></p>	1, 3, 4
<i>Uniform allowance</i>	<p>To ensure that those that are disadvantaged have access to a full school uniform.</p>	3, 4

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a>	
--	---	--

**Total budgeted cost: £132,286**

# Part B: Review of outcomes in the previous academic year

## Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

### Whole School Data 2024/2025

#### Early Years expected

GLD 2025			
All pupils	All pupils	Disadvantaged	Disadvantaged
Northfield	National	Northfield	National
75%	67%	67%	TBC

#### Key Stage 2 Attainment

Reading		Writing		Maths	
Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged
90%	82%	87%	82%	90%	82%

#### Phonics

	Northfield	National
--	------------	----------

All pupils	91%	80%
Disadvantaged	91%	67%

**Attendance**

2023/2024		2024/2025	
Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged
Attendance 94.3%	Attendance 93.1%	Attendance 96.4%	Attendance 95.4%