

Pupil premium strategy statement – Northwood Community Primary School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of primary pupils in school	444
Proportion (%) of pupil premium eligible pupils	63.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Sarah Murphy (HT)
Pupil premium lead	Carrie Hyland (DHT)
Governor / Trustee lead	Kathryn Bracken (CofG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£418,600
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£418,600

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, EHCPs, young carers and children with SEMH needs. The activities we have outlined in this statement are also intended to support all children's 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 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. The principles underpinning our strategy will ensure that we:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified, whether that be academic, social or emotional need
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- maintain a sharp focus on mental health and wellbeing through a whole school programme of support
- prioritise family engagement to underpin our work in supporting children to make effective progress
- focus on curriculum enrichment and the raising of aspirations for children and families
- focus on the development of Prime areas of development and literacy in EYFS to raise outcomes at the end of the reception year so ready for the challenges of Year 1 and beyond

Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>A higher number of disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' academic progress and outcomes.</p>
2	<p>Observation and qualitative data show a disregard for education and that parental engagement is lower amongst disadvantaged families. This adversely affects outcomes for disadvantaged children as parents are less likely to read at home, attend school workshops and training and have high expectations for our children.</p>
3	<p>The limited life experiences of our children, particularly those who are disadvantaged, significantly impacts outcomes as children have few experiences of the wider world to draw upon to support creativity and academic learning.</p>
4	<p>Our assessments (including Thrive and Pass assessments), observations and discussions with pupils and families have identified social and emotional issues for many pupils, a rise in anxiety and emotional regulation issues. These challenges particularly affect disadvantaged pupils and their attainment and relationships. Behavioral data from 2023-24 and Autumn 1 of 2024-25 shows that disadvantaged children make up a significant proportion of children engaging in higher level poor behavior choices.</p>
5	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. As children progress through school these language and vocabulary gaps impact writing outcomes and as children continue to focus on the technical aspects of writing and have greater difficulty adding flair and imagination to enrich their written work.</p>
6	<p>Children enter EYFS significantly below in Word Reading and Comprehension. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts the numbers of children who achieve a good level of development at the end of reception and their subsequent development as readers.</p>

7	The increasing proportion of pupils with complex SEND needs in mainstream, who are also pupil premium, poses significant challenges to attainment and progress throughout the school.
8	Attainment in writing is low across KS1 and KS2.
9	Attainment in writing is low across KS1

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
1) To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Inclusive attendance strategy • Training for inclusion team: Inclusive Attendance module • Internal CPD for all staff on attendance • SLA – Knowsley • School entry routines • High quality teaching • Parental engagement strategy • Impact-Ed survey and completion report
2) Improved communication and family engagement.	<ul style="list-style-type: none"> • Parent communication flow chart • Virtual newsletters • Coffee mornings • Parent ambassadors • Parent/carer workshops • Parental engagement termly timetable • EAL forum to gauge needs of group
3) To develop a robust programme of enrichment opportunities for all children so they have experiences to draw upon to support creativity and learning.	<ul style="list-style-type: none"> • Into university • Careers strategy coordinated by a lead teacher • After school club offer • Opal • Forest school • Breakfast club • Part funded residentials

	<ul style="list-style-type: none"> • Fully funded educational trips • Themed days • Sporting competitions • Aspiration assemblies • My Happy Mind • High school transition programme •
<p>4) To improve children’s ability to identify their own SEMH needs and devise and implement strategies to manage them effectively, reducing the incidence of disadvantaged children engaging in higher level poor behaviour choices.</p>	<p>Sustained high levels of wellbeing and resilience from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in incidents on class charts and fewer children booked into reflection room • baseline and summative assessment data from My Happy Mind • Teaching of My Happy Mind / class-room displays • My Happy Mind parent app • Impact-Ed survey results • Number of referrals for inclusion support measured • OPAL strategies / play charter • Attendance strategy: morning greeting and check-in • Happiness Champions • School dogs • Therapeutic approach: 4 learning mentors, ELSA support, dog therapy, play therapy, fitness therapy
<p>5) Improved communication skills for pupils</p>	<ul style="list-style-type: none"> • Wellcom assessment on entry in EYFS • Wellcom assessment for all children in EYFS and KS1 • SALTA to deliver Talkboost to identified groups • Targeted Chatty Therapy for identified children
<p>6) Improved outcomes at the end of EYFS, with more children achieving GLD and gaps between girls/boys</p>	<ul style="list-style-type: none"> • Highly effective teaching of early literacy across nursery and reception

<p>and pupil premium/non-pupil premium closing, to ensure greater success in the PSC at the end of Year 1.</p>	<ul style="list-style-type: none"> • Well sequenced, progressive literacy curriculum that effectively builds knowledge skills and understanding • Precise assessment of language skills on entry to EYFS and timely and effective intervention to close gaps • Access to early excellence training to support practitioners development • Closer strategic oversight of teaching and learning in EYFS from DHT:I • Designated EYFS SENCO support to ensure early identification and quality, effective support is in place and continually monitored • Trial new regulation and relationships policy to build intrinsic motivation for learning • Attendance strategy to focus on PA, children at risk of PA and developing good attendance habits • Re-designed outdoor area to support the development of gross / fine motor skills and help to underpin developments in boys writing skills • Focus on writing for context as research tells us boys are motivated to write when they have a purpose • Communication support (Wellcom/Talkboost/Chatty Therapy)
<p>7) Improved outcomes for disadvantaged children with SEND across school.</p>	<ul style="list-style-type: none"> • Full time mainstream SENCO without class responsibility to support teachers and struggling learners • Fortnightly SEND Spotlights to support staff in identifying and supporting learners • Targeted and effective support through a robust graduated response

	<ul style="list-style-type: none"> • Provision Mapping online portal to support staff to deliver effective provision • A series of high quality, evidence backed interventions are in place in all phases • Revised cohort overviews that detail SEND needs, interventions and adaptive teaching strategies in every class • Adaptive teaching strategies in place in every class • SEND non-negotiables devised for every classroom • Development of breakout spaces to support SEMH and P&S needs across school • Additional TAs employed and effectively deployed to support pupils with SEND needs • Learning support teacher employed for 3 hours per week • Occupational therapist employed for 1 day per week • Educational Psychologist employed for 72 hours of support per year • Chatty therapy bought in to support the communication and interaction needs of 16 children on a rolling programme (SALT – 1 day per half term and SALTA – 2 days per week) • Therapeutic approach: 4 learning mentors, ELSA support, dog therapy, play therapy, fitness therapy
<p>8) Improved writing outcomes at the end of KS1 and KS2 based on 2023-24 outcome data.</p>	<ul style="list-style-type: none"> • Up to date CPD for teaching staff on improving writing outcomes (NWLP – gaps in writing) • Whole school focus and CPD on audience and purpose of writing • All staff moderating writing correctly and accurately assessing • Staff adhere consistently to the 3-week plan

	<ul style="list-style-type: none"> • Staff have accurate and precise knowledge of the writing curriculum objectives for their pre, current and post year group • Coaching outcomes for staff will show clear positive development in knowledge and skills • Pupil progress meeting used to forensically reflect on practice and to identify and plug gaps • Use Do It Now's to plug gaps in grammar • Use handwriting Do It Now's to embed taught skills into independent writing • Ensure use of Clickr8 where relevant as a writing scaffold • Ensure the use of widget where necessary as a writing scaffold • Outcomes improved in writing compared to previous term / previous year • Ensure use of pobble to develop imaginative skills to underpin writing • Just Write / Write Rules • Use of AI (Artificial Intelligence) to ensure texts are accessible for identified pupils and to provide purpose for writing • English lead to explore writing interventions
<p>9) Improved early reading outcomes at the end of KS1 based on 2023-24 outcome data.</p>	<ul style="list-style-type: none"> • Phonics lead in place with dedicated time to support and coach • Weekly coaching for all staff who teach early reading • RWI portal to support training, planning and resources • RWI development days purchased • Bespoke support from phonics lead for 1:1 training for identified staff • High level of support from Early Reading and English Lead • Accurate assessment of levels

	<ul style="list-style-type: none"> • Precise and targeted intervention plan • Increased assessment and mock phonics screening checks from Autumn term 2
--	---

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: £289,757

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bluesky Education CPD Tool	Ensures a whole school strategic overview for CPD and performance appraisal can be effectively monitored with the impact of training assessed. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	5, 7
TA in every classroom to support learning	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	5, 6, 7, 8, 9
Full time mainstream SENCO without class responsibility to support teachers and struggling learners	More strategic support for SEND provision across school.	5, 6, 7, 8, 9
EYFS SENCO	More strategic support for SEND provision across school.	3, 5, 6, 7
EYFS Early Excellence CPD	Targeted support for the up levelling of EYFS practice and provision.	6
DHT EYFS support x 1	Mentoring and coaching approach	6

afternoon per week	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	
Provision Mapping Tool	Strategic coordination of effective and smart plans and provisions to support needs of the children.	5, 6, 7
Evidence 4 Learning / B-Squared assessment systems for children with SEND	Support the assessment of progress and the up levelling of provision for children with SEND.	5, 6
Additional TA KS2	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	4, 5, 7, 9
Attendance strategy	Supports a trauma-informed approach to relationships to boost attendance.	1
Pobble	Stimulus to develop writing and enrich children's imaginative experiences.	8
Clickr8	Scaffold to support writing outcomes for children.	8
Walkthru Textbooks (coaching)	Supports the instructional coaching ethos and useful tool to up-level classroom practice.	5, 6, 7

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

Budgeted cost: £39,432

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adaptive and inclusive teaching practices and policy	https://asset.nasen.org.uk/adaptive_teaching_in_an_inclusive_classroom.pdf	7
Chatty Therapy	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4, 5, 6

Learning Support Teacher	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	5, 7
Educational Psychologist Support	https://psycnet.apa.org/record/2015-18563-014	4, 5, 7
IDL	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	9
Teaching with the Lightning Squad	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	9
Rapid Reader	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	9
Wellcome and subsequent Talkboost support - SALTA	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	5, 6
Fine motor programme to support writing skills across school for identified children	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	8
Pobble	Stimulus to develop writing and enrich children's imaginative experiences.	8
Clickr8	Scaffold to support writing outcomes for children.	8
TAs to support teaching and learning as directed	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	5, 6, 7, 8, 9

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

Budgeted cost: £193,492

Activity	Evidence that supports this approach	Challenge number(s) addressed
4 Learning Mentors in place to support whole school needs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	2, 4
2 x ELSA in place	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 4
Therapy Dog support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 4
Fitness Group	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	2, 4
Attendance Strategy & CPD	Impact Ed national research and report to underpin targeted research strategies – see Impact-ed booklet of resources.	1
Impact-Ed surveys and report	Impact Ed national research and report to underpin targeted research strategies – see Impact-ed booklet of resources.	1
Forest School	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1, 2, 3, 4
My Happy Mind – whole school	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 3, 4
Shine Therapy OT support	Specialised SEND support for sensory needs	7
OPAL	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1, 3, 4
Parent workshops	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2

Into University	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	3
Breakfast Club	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	2, 3
After School Clubs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	2, 3
Careers Strategy	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	2, 3
Class Charts Behaviour Tracker	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	7

Total budgeted cost: £522,681

Part B: Review of the previous academic year

Outcomes for disadvantaged pupil

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Outcomes at KS2

Our stated targets were to ensure that at least 65% of disadvantaged children achieved expected standard in reading, writing and maths at the end of KS2 2024. Our data shows us that we achieved, 76% in Reading, 63% in Writing and 74% in Mathematics at the end of KS2 in 2024. Although only 2% away from this target, writing remains the lowest aspect of our data and KS1 and KS2 internal school data demonstrates that it is a clear area of development for our school in the academic year 2024-25.

School data demonstrates that end of KS1 outcomes for PP children were below national averages in reading and writing particularly. 46% met the expected standard in reading, 42% in writing and 59% in maths. Qualitative discussions, external English review (Colette Mather – ECM) observations and performance management data has signalled that the reasons for the issues in writing were due to staff knowledge gaps and missed opportunities for reviewing previous writing skills. This will be addressed through CPD in the academic year 2024-25. There will be a clear, whole-school focus on writing progress and attainment (see above). A key development in this area is that an instructional coaching culture has been introduced to ensure staff have access to a high level of support and guidance, the first whole-school focus on this process is writing.

Internal data shows that reading outcomes were favourably impacted by our lightening squad intervention (KS2 reading intervention) which had more than expected average outcomes for disadvantaged pupils in Year 5 and Year 6 last year and expected outcomes for disadvantaged pupils in Year 3 and Year 4. (Provision Mapping evaluation data).

Outcomes for disadvantaged pupils in KS1 will be a particular focus in the next pupil premium strategy. After analysing internal data, we feel a significant barrier to attainment in KS1 are low levels of attendance. The attendance of PP children across the academic year was 89.6% and affected outcomes across KS1 for pupil premium children.

EHCP progress

All children with EHCPs made good progress towards their EHCP outcomes. 1 child in our DSP passed the phonics screening test and 1 Yr 6 child in the DSP was able to sit his SATS. Again, for this group of children attendance is a major factor in learning and some children could have made more effective progress if attendance levels had been higher. This will form part of our attendance strategy moving forwards for next year. Assessment for pupils with EHCPs will be strengthened through more accurate and precise monitoring of outcomes and training for KS1 staff on the use of E4L and B-Squared.

Enrichment

60% of places in after school clubs were allocated to pupil premium children.

School trips were undertaken in every year group and a residential trip in Yr 6, to enrich curriculum and life skills.

Pupil premium funding was used to fund the end of year performance of Matilda and TA's were paid overtime to fund the delivery of a musical theatre club. Transport was funded to take children to the cathedral to support enrichment and life experiences.

The OPAL project has reduced lunchtime behavioural issues by 21% compared to the previous year.

Forest School has been delivered to all children on a rolling programme and pupil voice indicates a 100% satisfaction rate in that children enjoy the sessions; feel confident in the skills that they have learned and understand working as a team more fully.

A full time Music teacher was employed who delivered PPA cover across the whole school to teach music. Children learned how to play various musical instruments, developed musical appreciation skills and were exposed to a range of musical genres.

Attendance

We did not achieve our target for 2023-24 of an overall absence rate of 3% and attendance of 97%, a reduction in PA levels and the gap between PP and non-PP being reduced by 2%, despite a comprehensive wellbeing and support offer and an enlarged inclusion team. Issues around attendance now require a whole school approach and whole staff CPD and training around systems, processes and a trauma-informed approach to attendance. This will be a central part of our PP

strategy and School Improvement Plan for the year 2024-25 and part of our PP 3-year plan as it is integral to attainment and progress for all of our pupils. We will use an 'Inclusive Attendance,' approach and work with 'Impact-Ed' to refine and develop our attendance approach and develop a whole school attendance strategy. Parental engagement will be a key cornerstone of this work also and a key driver for the pupil premium statement objectives 2024-25. It will become a whole school performance management target for all staff.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

NA

The impact of that spending on service pupil premium eligible pupils

NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.