

Pupil Premium Strategy Statement – Northfield Primary and Nursery School.

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 pupils in school	364 (Y6 – F1)
Proportion (%) of pupil premium eligible pupils	34.6%
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 – 2025 2025 – 2026 2026 – 2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mr J Fieldwick Head teacher
Pupil premium lead	Mrs C Gear Deputy head teacher
Governor / Trustee lead	Mrs J Bradley, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,285 (F2 – Y6) £1,119 (EYPP FSM) £1,400 (Service children) £1,105 (LAC PP) £5,260 (Post LAC)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£189,169

Part A: Pupil premium strategy plan

Statement of intent

At Northfield Primary and Nursery School, we strive for continuous improvement through an engaging, equitable and enthusiastic culture of learning for staff and children. Our intention is that all pupils, irrespective of their background or the challenges they face, make accelerated progress so that they are either working at age-related expectations in Reading, Writing and Mathematics by the end of the academic year, or they have made outstanding progress throughout the year so that the gap is closing. Northfield Primary School will support all pupils to 'build' intellect and help pupils to overcome their non-academic challenges to success, which may include attendance, behaviour, and social and emotional support. The focus of our pupil premium strategy is to support disadvantaged pupils achieve that goal through high-quality teaching, monitoring the progress of the strategy, reflecting upon what worked well and what are the next steps to improve strategy approaches and ultimately pupil outcomes.

We will consider the challenges faced by our valuable and vulnerable pupils, such as those who have a social worker or are poor attendees. The activity we have outlined in this statement is also intended to support their needs, regardless of whether the pupils are disadvantaged or not.

With high expectations and ambitions for all our pupils, we prioritise building on our children's actual starting points and secure prior learning with the design of the curriculum, school improvement plan and the pupil premium strategy. To do this successfully, Northfield uses a variety of tools to assess, from commercially bought packages such as NFER and MATHSWATCH, to our own internal assessments, which focus on what has been retained and can be applied by our pupils.

The teaching of reading remains a priority, ensuring frequent practice for the children, alongside developing pupils' language skills so that they reach high standards; the impact being that the rest of the academic curriculum can be 'unlocked.' Reading impacts on writing and Pathways to Write, introduced in September 2024, uses high-quality texts to develop writing. It is our intent that these texts ensure all pupils develop a sense of belonging at Northfield and in its community. We strive to ensure every teacher is supported in delivering high-quality teaching in reading, writing, mathematics and across the curriculum. Targeted academic support is provided to support language development, literacy and numeracy. We believe in a compassionate approach towards engaging our parents / carers.

To ensure our pupil premium strategy is being implemented effectively, the leadership team play a significant part in evaluating progress through ongoing, and supportive monitoring and quality assurance. Improving teaching and learning is the focus on

achievement of pupils for all Northfield pupils, including those from disadvantaged backgrounds.

The range of provision that Northfield governors would consider making for this group will include and not be limited to the following:

- Support every teacher to deliver high-quality teaching, considering how children learn, how they develop knowledge and skills and how they can be supported to lay firm foundations for later learning.
- Provide opportunities for professional development for all teaching staff, e.g. curriculum design and its implementation and leadership or effective use of technology
- Effectively deploy well-trained teaching assistants to support academic and ‘character’ needs, including small group and 1:1 intervention
- Standardised assessments in phonics, reading and mathematics to identify pupils for additional ‘catch-up’ support
- Provide pupils with high-quality feedback
- Year 6 maths booster
- Transition from primary to secondary school and internal transition.
- Ensure pupils take part in an enriched curriculum that provides experiences to enhance progress in academic, social and emotional development.

Challenges

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

Challenge number	Detail of challenge
1 EYFS	<p><u>Good Level of Development, including literacy and mathematics early learning goals</u></p> <p>Pupil Premium pupils entering school in EYFS generally have low attainment in English, with oracy, reading and vocabulary skills and understanding below that of others of their age group. Low attainment is in mathematics too. Due to poorer socio-economic and disadvantaged upbringing, these pupils are unlikely to have the breadth of vocabulary, knowledge and skills required that ‘typical’ Reception children have. This creates a negative educational gap for attaining a good level of development, between pupils in the Early Years Foundation Stage who are eligible for free school meals and those who are not eligible. Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps for literacy and mathematics. In general, these are more prevalent among our disadvantaged pupils than their peers. The trend for achieving a Good Level of Development (GLD) remains lower than national data.</p>
2	<u>Reading</u>

Reading	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties gaining age-related expectations in phonics at the end of year one which can negatively impact their development as readers near the beginning of their life-long learning journey as a reader. This continues to the end of their primary journey - Year 6 SATs; to decrease the educational attainment gap for disadvantaged pupils accelerated progress in reading needs to take place.
3 Writing	<p><u>Writing</u></p> <p>Ref: The Writing Framework 2025: 'Learning to write is one of the hardest challenges pupils face at school but it is vitally important: learning to speak, read and write well are crucial for children and young people's success in education, life and work. Pupils who find it difficult to express their ideas in writing are likely to struggle across the curriculum, not just in English.'</p> <p>Whole school data and pupil outcomes evidence that writing remains a priority. Pathways to Write provides staff with a clear pathway for progression. Writing outcomes are lower for disadvantaged pupils than all pupils; in all year groups progress needs to be accelerated and attainment in writing increased significantly.</p>
4 Mathematics	<p><u>Mathematics</u></p> <p>Internal and external assessments (where applicable) indicate that maths attainment among disadvantaged pupils is typically below that of non-disadvantaged pupils. Those pupils furthest behind struggle to retain the four rules of number (+, -, x and ÷) facts, gain a secure knowledge of timetables up to 12 x 12 and apply taught calculation strategies. Becoming more secure with arithmetic knowledge builds confidence and accuracy for pupils to develop their reasoning in mathematics, thus impacting positively on outcomes.</p>
5 Mental Health and Well-Being	<p><u>Mental Health and Well-Being</u></p> <p>Disadvantaged pupils are disproportionately affected by external challenges which risk preventing or limiting educational achievement and broader learning, including social and emotional well-being. Levels of resilience and independence for some pupils are not as strong as they could be, which can have a detrimental effect on progress. Learning behaviours need strengthening with additional nurturing and the support of external agencies where appropriate.</p>
6 Attendance – behaviour and attitudes	<p><u>Attendance – Behaviour and Attitudes</u></p> <p>Our attendance data (Years 1 – 6) for last year indicates that attendance among disadvantaged pupils has been 2.6% lower than their peers with 24.2% of disadvantaged pupils being persistently absent, compared to 14.6% of all children.</p> <p>2024/2025 primary attendance data: school all 94.8%, school PP 92.2%, national for PP was 92.4%. At Northfield the absence rate was lower than national data by 0.2%</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
7 Personal development	<p><u>Cultural Capital and Aspirations – Personal Development</u></p> <p>Pupils from disadvantaged families have greater difficulty in accessing educational enrichment opportunities outside of the school environment, hindering investment in their child's cultural capital. Northfield Primary School remains committed to providing a rich curriculum with first-hand experiences away from the classroom.</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.

School Improvement Plan (SIP) 2025 - 2027

Priority 1: To improve the quality of teaching and learning.

Priority 2: To improve the social, emotional and mental health of all pupils, ensuring that they are emotionally ready to learn and that SEMH needs are identified and supported effectively.

Priority 3: To create a school environment where every child, family, and staff member feels respected, represented, and included, with equitable access to learning opportunities and resources.

Priority 4: To develop leadership roles to: a) ensure the school has robust leadership at all levels; b) to impact positively on staff workload

Intended outcome	Success criteria
<p>Priority 1: To narrow the attainment gap between disadvantaged and non-disadvantaged pupils through quality first teaching and closely monitored intervention groups by increasing the number of disadvantaged pupils attaining a Good Level of Development. High-quality teaching and directed support ensure disadvantaged pupils 'keep up,' not 'catch-up- with their peers.</p>	<p>By July 2027</p> <ul style="list-style-type: none"> Disadvantaged pupils will have made at least good progress in the mathematics and literacy areas of learning. The gap will be narrowed between disadvantaged pupils and non-disadvantaged pupils. Disadvantaged pupils achieving a Good Level of Development will be in line with comparable groups nationally.
<p>Priority 2: To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading by accelerating progress and raising attainment at the end of key stage two, in reading.</p>	<p>By July 2027</p> <ul style="list-style-type: none"> Gaps will have narrowed between disadvantaged pupils and non-disadvantaged pupils in reading. Reading outcomes are in line with comparable groups nationally.
<p>Priority 3: To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in writing by accelerating progress and raising attainment at the end of key stage two, in writing.</p>	<p>By July 2027</p> <ul style="list-style-type: none"> Gaps will have narrowed between disadvantaged pupils and non-disadvantaged pupils in writing. Writing outcomes are in line with comparable groups nationally.
<p>Priority 4: To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in mathematics by accelerating progress and raising attainment at the end of key stage two, in mathematics.</p>	<p>By July 2027</p> <ul style="list-style-type: none"> Gaps will have narrowed between disadvantaged pupils and non-disadvantaged pupils in mathematics. Mathematics outcomes are in line with comparable groups nationally.

Priority 5: To ensure pupils develop their self-efficacy for their physical and mental health and wellbeing, achieving a healthy lifestyle.	<p>By July 2027</p> <ul style="list-style-type: none"> Disadvantaged pupil voice will show that they feel supported with their physical health. Disadvantaged pupil voice will show that they feel supported with their mental health and well-being. Disadvantaged pupil voice shows that they experience healthy relationships in life.
Priority 6: To increase the attendance of Pupil Premium pupils to be in line with all pupils and the non-Pupil Premium average.	<p>By July 2027</p> <ul style="list-style-type: none"> Attendance will improve for disadvantaged pupils. Attendance gap between disadvantaged pupils and non-disadvantaged pupils will be narrowed. Disadvantaged pupils' attendance will be in line with comparable groups nationally.
Priority 7: For all pupils, including disadvantaged, to have improved resilience and aspirations through access to wider opportunities within an enhanced curriculum that will impact positively on learner behaviours and pupils' outcomes re: academic, social and emotional development.	<p>By July 2027</p> <ul style="list-style-type: none"> Registers will show that all disadvantaged pupils access an enriched curriculum by attending educational visits and where offered residential visits.

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: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To teach high-quality, lessons across all ability ranges, demonstrating the use of an appropriate range of teaching skills, strategies (including feedback) and resources that	<p>Sutton Trust found that, <i>'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.'</i></p> <p>Rosenshine's Principles in Action breaks down quality teaching into the Principles of Instruction: daily review, present new</p>	1, 2, 3, 4

<p>meet learners' needs, taking account of diversity and promoting equality and inclusion.</p>	<p>material using small steps, ask questions, provide models, guide pupil practice, check for pupil understanding, obtain a high success rate, provide scaffolds for difficult tasks, develop independent practice and undertake a weekly and monthly review.</p> <p>High-quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium)</p> <p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence to support the impact of quality first teaching, from the EEF notes that feedback appears to have a greater effect on primary pupils (+6 months)</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF (educationendowmentfoundation.org.uk)</p> <p>Release time for leaders to monitor provision for disadvantaged pupils and provide timely feedback and follow up monitoring and evaluation.</p>	
<p>Embed the use of standardised diagnostic assessments. Provide training for staff to ensure that assessments are interpreted and administered accurately.</p>	<p>Standardised assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through teacher instruction and / or interventions.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4</p>
<p>Enhancement of our teaching of reading and curriculum planning in line with DfE and EEF guidance</p>	<p>DfE Reading Framework has been published in July 2023; it notes that <i>'Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success.'</i></p> <p>The reading framework - GOV.UK (www.gov.uk)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>

<p>Enhance the teaching of writing through Pathways to Write; ensure writing teacher assessments are accurate; time and expertise are given to pupils to develop and enhance their writing.</p>	<p>Improving writing outcomes for all focuses on pedagogy and approaches to support the literacy development of pupils, including those who have fallen behind their peers or younger pupils.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3</p>
<p>Enhancement of our mastery mathematics curriculum based on White Rose planning, which is in line with DfE and EEF guidance. Funding will be provided for teacher release time to embed key elements of guidance across school and to access Maths Hub resources and CPD (including Teaching for Mastery training)</p>	<p>In mastery mathematics learning, the learning outcomes for pupils are kept the same, although the time spent, and the support needed for learning to be competent may change. (EEF Mastery Approach +5)</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving knowledge and skills in mathematics and other curriculum areas matters.</p> <p>EEF blog: Anchoring Curriculum Knowledge Using Metacognitive... EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>To address the specific needs of each pupil on an individual basis, to ensure that support and provision is personalised to meet the barriers to</p>	<p>Evidence to support the impact of quality first teaching and targeted support: The EEF Guide to the Pupil Premium</p> <p>Evidence to support closing the gap: Mark Rowland – Addressing Educational Disadvantage EEF The Attainment Gap</p>	<p>1, 2, 3, 4</p>

learning for each child.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy: Additional oracy (NELI programme) development sessions targeted at disadvantaged pupils	NELI intervention programme Nuffield Early Language Intervention (NELI) - Reception EEF (educationendowmentfoundation.org.uk)	1
Phonics: Additional phonics interventions targeted at disadvantaged pupils who require further phonics support with TA in KS1. Ensure all relevant and new to Northfield staff have received training to deliver early reading and phonics effectively.	EEF toolkit states that phonics interventions have a +5 months impact on the most vulnerable pupils. phonics EEF (educationendowmentfoundation.org.uk) It states that progress should be monitored, lessons engaging and all staff receive training, including teachers and teaching assistants. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2
Reading: Once phonic knowledge is secure, KS2 interventions will use assessments from the 5 pillars of reading to focus on vocabulary development, reading fluency and comprehension skills. (PP readers)	Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to the EEF toolkit (+6 months impact). Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) It has a 'very extensive' evidence strength as mentioned in the Guidance report Improving Literacy in Key Stage 2.	
Writing: Quality first teaching when using Pathways to Write and precisely targeted feedback (and scaffolded support) to pupils helps to close the educational gap.	Sutton Trust found that, <i>'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.'</i>	1, 3

Disadvantaged pupils, along with their peers become writers.	Small group tuition having an impact of +4 months Small group tuition EEF (educationendowmentfoundation.org.uk)	
Mathematics: White Rose Mathematics delivery to be monitored, streamlined and tailored to securing fluency before introducing reasoning and problem solving to LA pupils. Track the progress and attainment of all pupils, especially disadvantaged pupils.	Maths interventions to focus on fluency using 'in-house' data analysis from NFER / SAT assessments	1, 4

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

Budgeted cost: £46,169

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve attendance and progress of disadvantaged pupils by identifying pupils who are falling behind national attendance data. Provide tailored support for families with low attendance	DfE guidance on attendance highlights the importance of a partnership between home and school being significant to improve attendance, ultimately impacting on progress and attainment. Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk) EEF research states that parental engagement has a +4 months impact on disadvantaged pupils. Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 6
Ensure the curriculum is well-planned to allow for cultural development, which enhances pupils' cultural capital by providing a breadth of experiences	The intent of the Northfield curriculum is aligned to the requirements of the Ofsted EIF framework: Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and / or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. School National Trust membership supports cultural development.	1, 7

and ensuring that there are no financial barriers to taking part.		
Provide pupils with the opportunity to attend breakfast club for free.	Keeping Children Safe in Education (KCSiE) 2025 highlight the importance of Early Intervention. Providing timely support is vital and EEF research shows that a breakfast club offering a nutritious meal before school can boost outcomes by the equivalent of 2 months progress per year.	5
Mental health lead practitioner works reactively with staff (if / when necessary).	Sutton Trust found that, <i>'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.'</i> Teachers and teaching assistants need an occupational wellbeing level (work / life balance). Summary and recommendations: teacher well-being research report - GOV.UK (www.gov.uk)	5
Mental health / attendance / family support lead practitioner works reactively with vulnerable families	Keeping Children Safe in Education (KCSiE) 2025 highlight the importance of Early Intervention. Providing timely and early intervention support is vital to reduce risk factors and increase protective factors in a child's life.	5
Professionals lead ELSA sessions so that disadvantaged pupils, and non-disadvantaged with complex learning and emotional needs, social or behavioural difficulties are supported towards successful outcomes and inclusion.	Keeping Children Safe in Education (KCSiE) 2025 highlight the importance of Early Intervention. Providing timely and early intervention support is vital to reduce risk factors and increase protective factors in a child's life. EEF Toolkit states that social and emotional strategies have a +4 month impact on disadvantaged pupils.	5, 7
Professionals lead music therapy sessions which support successful outcomes so	Keeping Children Safe in Education (KCSiE) 2025 highlight the importance of Early Intervention. Providing timely and early intervention support is vital to reduce risk factors and increase protective factors in a child's life.	5, 7

<p>that disadvantaged pupils, and non-disadvantaged with complex learning and emotional needs, social or behavioural difficulties are supported.</p>	<p>EEF Toolkit states that social and emotional strategies have a +4 month impact on disadvantaged pupils. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Professionals lead Forest School, for vulnerable pupils. Termly GLOW Days for all pupils</p>	<p>The pandemic affected pupils' behaviour and social / emotional wellbeing. Forest School provides an opportunity to learn outdoors, not on a laptop or tablet, supporting play, exploration and risk-taking, thus impacting physical and mental health positively, whilst developing confidence and self-esteem.</p> <p>Go Learning Outdoors in Wellies (G.L.O.W. days) continue termly – one day per term outdoors too. Pupil voice has stated that G.L.O.W. days are amongst their most memorable at Northfield; termly outdoor learning days provide pupils with an opportunity to learn outside the classroom. Every child experiences time in the great outdoors which evidence suggests improves childhood social and emotional skills and in later life e.g. improved academic performance, attitudes, behaviour and relationships with peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Ofsted EIF handbook (14 July 2023 updated) states that the curriculum and the Forest School lead's work supports learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.</p> <p>https://www.theguardian.com/education/2021/oct/31/forest-schools-flourish-as-youngsters-log-off-and-learn-from-nature</p>	<p>5, 6, 7</p>

Total budgeted cost: £ 180,285

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Year review 2024 – 2025

This is the first year of our 3-year Pupil Premium strategy (2024 – 2027). 34.6% of our pupils identified as being eligible for Pupil Premium funding, with the national average eligible for free school meals being 25.7%. To help Northfield staff gauge the performance of our disadvantaged pupils we compared our results to those at a national and regional level.

In 2025, Year 6 outcomes for all pupils in our school, in read, write and mathematics combined were above national by 9%. As 47.4% of disadvantaged pupils in school met the expected standard, compared to 45.8% in Nottinghamshire and 47.6% nationally, school attainment was broadly in line with national FSM6 and above Nottinghamshire FSM6. In 2024, in school, the gap between disadvantaged pupils and non-disadvantaged pupils was 18%. However, in 2025 the gap widened to 24% for reading, writing and mathematics combined. 47% of Northfield disadvantaged pupils at the end of key stage two, from 2024 – 2025 achieved the expected standard in read, write and mathematics combined compared to 71% of all pupils. Whilst all pupils achieved above national expectations for read, write and mathematics combined by 9% and school disadvantaged pupils were 0.2% below national expectations, the school gap widened between FSM6 and all children for combined attainment. Progress measures will not be published for 2024 / 2025 academic year as KS2 pupils in this year did not have Key Stage One assessments due to the COVID-19 pandemic.

KS2 SATs data (2025) for all pupils was above the county in reading, writing and in mathematics. In the Mansfield area comparable data showed that all children at Northfield achieved above other local schools.

In 2025, KS2 SATs data indicates that disadvantaged pupils (KS2 FSM6) at Northfield in writing and mathematics were above disadvantaged pupils nationally. In reading disadvantaged pupil attainment was below the expected standard nationally and the county of Nottinghamshire. Therefore, Northfield FSM6 pupils attained above in writing and mathematics and attained less well in reading compared to other FSM6 pupils nationally.

In 2025, KS2 SATs data indicates that disadvantaged pupil outcomes in reading, writing and mathematics were above disadvantaged pupils in the Mansfield area with a 3% gap between combined attainment (RWM) above similar schools in the Mansfield area for FSM6 children, in Northfield's favour.

In 2025, The percentage of disadvantaged pupils achieving their phonics screening at the end of Year 1 was below national for all children (10.6%) and below national for

FSM6 children too by 5.3%. This 'below' picture was replicated for all children with 69% of Northfield pupils achieving their phonics screening at the end of Year 1, whilst 80% nationally, 79% in Nottinghamshire and 75% in the local area attained their Y1 phonics screening. Data indicates that Year 1 pupils attending Northfield who were eligible for FSM6 attained less well than those who were not eligible.

Data shows that disadvantaged pupils in the Early Years are less likely to attain a Good Level of Development (GLD) than all pupils. Outcomes for disadvantaged pupils in the Early Years were significantly lower than those achieved by disadvantaged pupils locally and nationally. Analysis of data shows the limiting areas of learning were Communication and Language, Literacy and Mathematics.

Throughout the academic year, individual pupil progress for reading, writing and mathematics is tracked. Northfield staff are committed to developing the intellect and the character of pupils. Whilst identified children have engaged in weekly emotional support, this has allowed more focus on teaching and learning when in the classroom. As a result, Forest School and music therapy sessions have taken place to support meeting social, emotional and mental health needs.

All children have had the opportunity to develop their cultural capital by experiencing visits out of school this year. All Year 6 children graduated the Drug Alcohol and Resistance Training (DAaRT).

In years 3 – 6 identified pupils, including disadvantaged, attended a weekly tutoring session, which focused on maths and reading. However, as DfE funding for school-led tutoring has now been withdrawn this intervention has come to a close.

Attendance has been tracked weekly throughout the year which has allowed for timely interventions from school staff and attendance of individuals and families to improve. Whole year attendance for all children is in line with national, and children regarded as Persistent Absentees shows that school is 0.8% greater than national average. Whole year attendance for disadvantaged pupils at Northfield is slightly above nation by 0.5%. Raising the attendance of our disadvantaged pupils remains a priority. The role of SENDCo has been effective this year with support given to families which has included helping parents / carers fill in essential paperwork e.g. Getting to Know Me forms and EHAFs, check-in meetings and phone calls and providing emotional support for vulnerable families.

Throughout the academic year 2024 – 2025 pre-Ofsted's visit in June 2025, school received Local Authority support with a focus on the Strategic Leadership of Pupil Premium. This provided guidance and support including for example reviewing data and pupil outcomes. Strengths in practice were identified and areas to develop. This model was used across school to set high expectations (again) for teaching and learning across the key stages.

Although the intended attainment outcomes for disadvantaged pupils have not been met, in the first year of our three-year plan, data indicates that by the end of Key Stage Two the gap between school and national attainment outcomes for disadvantaged pupils has diminished between the Good Level of Development (GLD) data and disadvantaged Year 6 pupils taking their SATs. Disadvantaged pupil outcomes improved year on year at Northfield with the attainment gap between them and their peers narrowing. An increase in attainment is still an area that we strive for with our disadvantaged pupils so that disadvantaged pupils attain more in line with other pupils.

Externally provided programmes

Programme	Provider
Rocket Phonics	Hodder Education
B-Squared	B-Squared Ltd
Drug Alcohol and Resilience Training Y6 DAart	Life Skills Education
Dyslexia screening tool Rapid 4-11 digital assessment	GL Assessment
INSPIRE Education Library Service	Nottinghamshire County Council
MATHSWATCH	Mathswatch Ltd
NELI	Nuffield Foundation
Times Table Rockstars	Maths Circle Ltd

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***

The impact of that spending on service pupil premium eligible pupils

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.