

# 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	413
Proportion (%) of pupil premium eligible pupils	35.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Ms J Jenkins 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	£187, 695 (F2 – Y6) £2,255 (Early Year PP) £1,340 (Service children) £5,300 (LAC PP) £791 (LAC external to NCC) £7,590 (Post LAC)
Recovery premium funding allocation this academic year	£19,720
Pupil premium funding carried forward from previous years	£0

<b>Total budget for this academic year</b>	£224,691
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## 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 and making responses 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 when designing our 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 NELI, to our own internal assessments, which focus on what has been retained and can be applied by our pupils.

Our current priority is for staff to excel in the great teaching of reading, 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.' Consequently, we are working to ensure every teacher is supported in delivering high-quality teaching in reading, writing and mathematics, along with the other subjects. 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 planning 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 interventions
- Standardised assessments in phonics, reading and mathematics to identify pupils for additional ‘catch-up’ support
- Provide pupils with high-quality feedback
- Use the National Tutoring Programme for school-led tutoring
- 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 oral language skills and vocabulary</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. 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. 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 Reading	<p><u>Reading</u></p> <p>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.</p>

3 Writing	<u>Writing</u> With a lack of vocabulary to draw upon, poor spelling and sentence construction the progress and attainment in writing is not in line with national data. There are gaps in attainment for pupils eligible for pupil premium funding and those who are not. Progress data needs to increase for all pupils, including disadvantaged.
4 Mathematics	<u>Mathematics</u> 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 addition facts, time tables and basic number bonds and find retaining taught calculation strategies difficult.
5 Mental Health and Well-Being	<u>Mental Health and Well-Being</u> 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 support and the intervention of external agencies where appropriate.
6 Attendance – behaviour and attitudes	<u>Attendance – Behaviour and Attitudes</u> Our attendance data (Years 1 – 6) for last year indicates that attendance among disadvantaged pupils has been 2.2% lower than their peers with 25.9% of disadvantaged pupils being persistently absent, compared to 16.1% of all children. At Northfield the absence rate was lower than national data, which post-pandemic had risen from previous academic years nationally. 2022/2023 primary attendance data: school all 94.2%, school PP 92.0%, national 94.0% Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7 Personal development	<u>Cultural Capital and Aspirations – Personal Development</u> 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.

## 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
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	Pupils will have made at least good progress in the Literacy strand of the EYFS. The gap will be closed between Pupil Premium (PP) and non-Pupil Premium pupils, in EYFS for the Good Level of Development by July 2024 and are in line with national.

directed support ensures disadvantaged pupils 'keep up,' not 'catch-up- with their peers.	
Priority 2: To narrow the progress and 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.	Gap closed between Pupil Premium (PP) and non-Pupil Premium pupils in Year 6 and reading outcomes are in line with national expectations by July 2024.
Priority 3: To narrow the progress and 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.	Gap closed between Pupil Premium (PP) and non-Pupil Premium pupils, in Year 6 and writing outcomes are in line with national expectations by July 2024.
Priority 4: To narrow the progress and 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.	Gap closed between Pupil Premium (PP) and non-Pupil Premium pupils, in Year 6 and mathematics outcomes are in line with national expectations by July 2024.
Priority 5: To ensure pupils develop their self-efficacy for a healthy and achieving lifestyle.	Vulnerable pupils will feel supported with their mental health and wellbeing, as well as experiencing healthy relationships in life by July 2024.
Priority 6: To increase the attendance of Pupil Premium pupils to be in line with all pupils and the non-Pupil Premium average.	There will be a reduced absence among pupils who are eligible for Pupil Premium thus closing the gap between attendance data for disadvantaged and non-disadvantaged pupils. The Pupil Premium attendance data will be more in line will all pupils by July 2024.
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.	Pupils will have many opportunities to develop their cultural capital, whilst at Northfield. All pupils eligible for PP are able to access an enriched curriculum by attending events, activities and where offered residential visits by July 2024.

## 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: £112,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To teach high-quality, challenging and thoughtfully planned scaffolded lessons across all ability ranges, demonstrating the use of an appropriate range of teaching skills, strategies (including feedback) and resources that meet learners' needs, taking account of diversity and promoting equality and inclusion.</p>	<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 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)  <a href="https://www.educationendowmentfoundation.org.uk/EEF/The-EEF-Guide-to-the-Pupil-Premium/">The EEF Guide to the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a></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)  <a href="https://www.educationendowmentfoundation.org.uk/EEF/Feedback/">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF/blog/moving-from-differentiation-to-adaptive-teaching/">EEF blog: Moving from 'differentiation' to 'adaptive teaching'   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4</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><a href="https://www.educationendowmentfoundation.org.uk/EEF/Feedback/">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4</p>
<p>Enhancement of our teaching of reading and curriculum</p>	<p>DfE Reading Framework has been published in July 2023; it notes that <i>'Reading is fundamental to education.'</i></p>	<p>1, 2</p>

<p>planning in line with DfE and EEF guidance</p>	<p><i>Proficiency in reading, writing and spoken language is vital for pupils' success.'</i></p> <p><a href="https://publishing.service.gov.uk">The reading framework (publishing.service.gov.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Enhance the teaching of writing and 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><a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></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><a href="https://educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></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><a href="https://publishing.service.gov.uk">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a></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><a href="https://educationendowmentfoundation.org.uk">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 4</p>

	Improving knowledge and skills in mathematics and other curriculum areas matters. <a href="#">EEF blog: Anchoring Curriculum Knowledge Using Metacognitive...   EEF (educationendowmentfoundation.org.uk)</a>	
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 learning for each child.	Evidence to support the impact of quality first teaching and targeted support: The EEF Guide to the Pupil Premium Evidence to support closing the gap: Mark Rowland – Addressing Educational Disadvantage  EEF The Attainment Gap	1, 2, 3, 4

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

Budgeted cost: £ 56,172

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy: Additional oracy (NELI programme) development sessions targeted at disadvantaged pupils	NELI intervention programme  <a href="#">Nuffield Early Language Intervention (NELI) - Reception   EEF (educationendowmentfoundation.org.uk)</a>	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. <a href="#">phonics   EEF (educationendowmentfoundation.org.uk)</a>  It states that progress should be monitored, lessons engaging and all staff receive training, including teachers and teaching assistants.  <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2

<p>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)</p>	<p>Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to the EEF toolkit (+6 months impact).</p> <p><a href="#">Reading comprehension strategies   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>It has a 'very extensive' evidence strength as mentioned in the Guidance report Improving Literacy in Key Stage 2.</p>	
<p>Writing: High-quality planning sequences steps for the teaching of writing based on high-quality texts, which support reading.</p> <p>Quality first teaching and precisely targeted feedback (and scaffolded support) to pupils helps to close the educational gap. Disadvantaged pupils, along with their peers become writers.</p>	<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>Small group tuition having an impact of +4 months</p> <p><a href="#">Small group tuition   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	1, 3
<p>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.</p>	<p>Maths interventions to focus on fluency using 'in-house' data analysis from NFER / SAT assessments</p>	1, 4
<p>Mathematics: 1<sup>st</sup> class at number: Provide training for identified staff and establish intervention for disadvantaged pupils falling behind age-related expectations.</p>	<p>Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals / objectives; teachers providing scaffolds/ modelling/ appropriate steps to achieve them.</p> <p>High-quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium)</p>	1, 4
<p>School-Led Tutoring: Engage with the National Tutoring</p>	<p>Teaching Assistants will in the main lead school-led tutoring sessions. In Y4 – Y6 maths interventions will be promoting the</p>	2, 4, 5

Programme – School-Led Tutoring.	use of MATHSWATCH, which can be used to develop resilience and pupil independence. This programme (web-based) is also use for homework purposes. <a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £56,172

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve attendance and progress of disadvantaged pupils by identifying pupils who are falling behind national expectations for attendance.</p> <p>Provide tailored support for families with low attendance</p>	<p>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.</p> <p><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61111/working-together-to-improve-school-attendance.pdf">Working together to improve school attendance (publishing.service.gov.uk)</a></p> <p>EEF research states that parental engagement has a +4 months impact on disadvantaged pupils.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4, 6
<p>Ensure the curriculum is well-planned to allow for cultural development, which enhances pupils' cultural capital by providing a breadth of experiences and ensuring that there are no financial barriers to taking part.</p>	<p>The intent of the Northfield curriculum is aligned to the requirements of the Ofsted EIF framework:</p> <p>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.</p> <p>School National Trust membership supports cultural development.</p>	1, 7

<p>Provide pupils with the opportunity to attend breakfast club for free.</p>	<p>Keeping Children Safe in Education (KCSiE) 2023 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.</p>	<p>5</p>
<p>Mental health lead practitioner works reactively with staff (if / when necessary).</p>	<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>Teachers and teaching assistants need an occupational wellbeing level (work / life balance).</p> <p><a href="https://www.gov.uk/government/research-data-and-analysis/summary-and-recommendations-teacher-well-being-research-report">Summary and recommendations: teacher well-being research report - GOV.UK (www.gov.uk)</a></p>	<p>5</p>
<p>Mental health / attendance / family support lead practitioner works reactively with vulnerable families</p>	<p>Keeping Children Safe in Education (KCSiE) 2023 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.</p>	<p>5</p>
<p>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.</p>	<p>Keeping Children Safe in Education (KCSiE) 2023 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.</p> <p>EEF Toolkit states that social and emotional strategies have a +4 month impact on disadvantaged pupils.</p>	<p>5, 7</p>
<p>Professionals lead music therapy sessions which support successful outcomes so that disadvantaged</p>	<p>Keeping Children Safe in Education (KCSiE) 2023 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.</p> <p>EEF Toolkit states that social and emotional strategies have a +4 month impact on disadvantaged pupils.</p>	<p>5, 7</p>

<p>pupils, and non-disadvantaged with complex learning and emotional needs, social or behavioural difficulties are supported.</p>	<p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Professionals lead Forest School, for vulnerable 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>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><a href="https://www.theguardian.com/education/2021/oct/31/forest-schools-flourish-as-youngsters-log-off-and-learn-from-nature">https://www.theguardian.com/education/2021/oct/31/forest-schools-flourish-as-youngsters-log-off-and-learn-from-nature</a></p>	<p>5, 6, 7</p>
<p>Go Learning Outdoors in Wellies (G.L.O.W. days) continue termly – one day per term.</p>	<p>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><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>	<p>5, 6, 7</p>

**Total budgeted cost: £ 224,691**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Academic Year review 2023 – 2024*

*This is the last year of our 3-year Pupil Premium strategy (2021 – 2024). 32% of our pupils are identified as being eligible for Pupil Premium funding, which is 8% above the national average. To help Northfield school staff gauge the performance of our disadvantaged pupils we compared our results to those at a national and regional level.*

*In 2024, outcomes for all pupils in our school, in read, write and mathematics combined, were a (very important) percentage point above national. As 50% of disadvantaged pupils in school met the expected standard, compared to 45.7% of disadvantaged pupils nationally, school attainment for FSM6 pupils was 4% above national FSM6. In 2024, in school the gap between disadvantaged pupils and non-disadvantaged pupils narrowed from 22% in 2023 to 18% points in 2024. 55% of Northfield disadvantaged pupils at the end of key stage two, from 2023 – 2024 achieved the expected standard in read, write and mathematics combined compared to 62% of all pupils. Progress measures will not be published for 2023 / 24 and 2024 / 25 academic years as KS2 pupils in these years did not have Key Stage One assessments due to the COVID-19 pandemic.*

*KS2 SATs data (2024) for all pupils was above the county (read and maths) and in line with writing data. In the Mansfield area comparable data showed that all children at Northfield achieved above other local schools.*

*In 2024, KS2 SATs data indicates that disadvantaged pupils at Northfield in reading were above disadvantaged pupils nationally; however, in writing and mathematics they were below the expected standards of attainment nationally. Therefore, Northfield FSM6 pupils attained above in reading and attained less well in writing and maths compared to other FSM6 pupils nationally.*

*In 2024, KS2 SATs data indicates that disadvantaged pupils in reading and writing were above disadvantaged pupils in the Mansfield area; however, in mathematics they attained just below similar schools in the Mansfield area. Whilst they attained less well compared to other disadvantaged pupils in Mansfield in mathematics, outcomes were higher in reading and writing.*

*The percentage of disadvantaged pupils achieving their phonics screening at the end of Year 1 was above national for all children (2023 data) and above national disadvantaged pupils at the school.*

*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 lower than those achieved by disadvantaged pupils locally and nationally. Analysis of data showed the limiting areas of learning were literacy and mathematics.*

*Although the intended outcomes on our three-year plan (priorities 1-4) have not been met, the data shows that by the end of Key Stage Two disadvantaged pupil outcomes have improved year on year; the attainment gap between them and their peers has narrowed.*

### ***Improving Teaching***

*Through staff training and pupil progress meetings, all staff are aware of the need to increase progress and raise attainment for our pupil premium pupils. (An EEF report commented on the impact of the COVID-19 pandemic suggesting that disadvantaged pupils had been the worst affected by school closures at that time). Northfield remained committed to focusing on the EEF tiered model and menu of approaches: high-quality teaching, targeted academic support and wider strategies to overcome barriers to learning for our PP pupils, in order to increase the percentage of disadvantaged pupils meeting the expected standard. Supporting pupils to build their character and intellect especially when mastering the basics (read, write & maths) will support them with the next steps in learning, ultimately becoming more independent and ready for modern day Britain. After reviewing areas of the curriculum to ensure that it is well-planned and sequential, with retrieval practice in-built staff reflect and refine teaching to impact on learning. High-quality teaching which uses an adaptive approach is imperative, as we continue to strive towards narrowing the attainment gap.*

*Throughout the implementation of this three-year plan, there has been an increase in monitoring and evaluation focused on disadvantaged pupils in school. Learning walks, lesson visits, work analysis and pupil premium trackers have informed pupil progress meetings and follow-up coaching and mentoring for identified staff. Leaders introduced the targeting of identified pupils (known as turquoise pupils), the majority of whom are disadvantaged. Additional monitoring activities have supported leaders to evaluate the effectiveness of disadvantaged pupils' provision in classrooms.*

### ***Curriculum development resource and training***

*With the implementation of retrieval practice becoming more embedded across school, in English, mathematics and other curriculum areas, lessons support pupils to 'know and remember more.' In November 2022 Ofsted acknowledged that leaders have identified the core knowledge and skills that pupils will learn from the early years to year 6 in most subjects. This includes reading and mathematics. Staff have strived to ensure this statement will read all subjects when school receives the next visit.*

*Core knowledge for all subjects is clear and all staff use whole-school planning documents to teach lessons which build on prior knowledge. This is evidenced through*

*lesson visits by school and on occasions Local Authority support staff. With a reflective approach to teaching and learning staff adapt the implementation to support all pupils, including disadvantaged so that they can develop character and intellect.*

*All staff received mathematics training using standardised data gathered e.g. NFER / past SAT papers which led to developing mathematics teaching across school by addressing gaps in mathematical knowledge, with the overall aim of raising standards and narrowing the educational gap between disadvantaged and other, in school and nationally. Pupil progress meetings and subsequent work analysis of identified (target) pupils endorses this approach so teaching staff know their pupils well, including those who are disadvantaged to support their wellbeing and learning needs. White Rose mathematics ensures consistency and fidelity across school and although the progress and attainment of the school's disadvantaged pupils in 2023 / 2024 was below their non-disadvantaged peers, all pupils were above the expected standard nationally.*

### **Targeted Academic Support**

*Using a termly pupil premium tracker teachers plan and review pupil premium provision specific to their children. The class teaching team (teacher and teaching assistant) are aware of the pupils' barriers to learning, after diagnosing specific pupil's needs, and the intervention(s) which will be effective and meaningful. This may be in conjunction with other staff or outside agency support. These trackers ensure that the teaching team and Pupil Premium lead can see the interventions that are in place and what their impact is, thus influencing the Pupil Premium strategy.*

*A range of targeted academic approaches include NELI, Y6 maths booster classes, school-led tutoring and PP readers.*

*In KS2, school-led tutoring was effective for supporting PP pupils reach national expectations with 71% achieving in reading and 86% in writing with 86% in mathematics. MATHSWATCH in Y4-Y6 was introduced in the previous academic year so that school-led tutoring could be more focused on evidencing and addressing misconceptions in mathematics with the aim of raising attainment. This approach has been successfully implemented with staff confidently using the data to address gaps in mathematical knowledge and vocabulary and will continue for those who attend future tutoring. Whilst pupil voice from those who have attended tutoring is positive as evidenced in reports to parents / carers, it remains a challenge to identify pupils who will commit to this after-school learning time. One pupil explained, "I don't always like coming to tutoring, but I know that it is helping me to improve my maths knowledge. I enjoy completing challenges that are set in the small group. I feel more confident now to complete place value questions during maths lessons." Consequently, school-led tutoring continues with expectations that it will raise attainment further for those who do commit, particularly in reading and mathematics.*

*In F2 NELI continued for identified pupils as 2023 / 24 data indicates that 100% of pupils taking part make progress from their starting point in their speech language and understanding. 100% of disadvantaged pupils, who took part, made significant progress. Whilst pupils who take part in NELI make progress, staff absence and school funding are impacting on this being implemented in the next academic year.*

*Pupils who were identified to be a pupil premium reader mostly made at least expected progress with just over half of these pupils achieving age-related expectations. Where identified pupils made less progress was impacted by their lower attendance figures; this remains a focus for improvement in the 2024 / 25 academic year.*

*Throughout the implementation of this three-year plan, monitoring and evaluation indicate that vulnerable pupils feel supported with their health and wellbeing so priority 5 has been met. However, school recognises that this needs to remain a focus for the following three-year strategy to support current and future pupils at Northfield.*

*All pupils, including disadvantaged have had a range of opportunities to develop their cultural capital with access to an enriched curriculum, which includes outdoor learning. Pupils say that they like Go Learning Outdoors in Wellies (G.L.O.W. Day) because we really like doing a no writing day and we love being with nature often making stuff with nature. Also, you can get dirty and have fun – outside all day! With opportunities delivered to enrich our curriculum with the four key drivers: one community, to be healthy, life-long learners and four corners of the world: school, local, national and global, monitoring and evaluation recognises that priority 7 has been met.*

### **Wider strategies including attendance**

*Attendance for Pupil Premium pupils (Years 1 – 6) was lower overall than their peers (PP v. non-PP for academic year 2022 / 23 = 91.0% v 93.6% and PP v. non-PP for academic year 2023 / 24 = 91.8% v 94.2%). Although, percentages were different for the previous two years, the narrative remained the same. 29.1% of disadvantaged pupils were persistently absent, compared to 15.5% of all children. At Northfield, absence was slightly below national for all pupils, (school = 94.2%; national = 94.5%), the attendance of disadvantaged pupils was below all children so therefore attendance, especially of our disadvantaged pupils, remains a priority.*

*The school SENCO / attendance lead supported children and families, especially those who are PP and SEND, to overcome the attendance barrier to learning by supportive face-to-face meetings, phone calls and signposting to other support services when required. Weekly meetings to discuss safeguarding and / or attendance with members of the leadership team evidenced careful monitoring and steps to address absence. Northfield recognises the importance of overcoming the attendance barrier; the systems, structures and support will continue into the following academic year.*

*Breakfast club is an incentive for some PP families, which supports with food poverty and the cost of living; this support will continue into the next academic year.*

*Throughout the implementation of the strategy priority six – to increase attendance – so that disadvantaged pupils were more in line with non-disadvantaged attendance was not met. Therefore, attendance remain a focus for improvement in the next Pupil Premium Strategy Statement.*

### ***Mental-health lead staff training***

*Staff wellbeing and workload remain a priority for leaders at Northfield with ‘staff proud to work at the school. They value the consideration leaders have for their workload and well-being.’ The mental-health lead has received training and supports staff and families across school.*

*Also, our assessments and observations indicate that pupil behaviour, wellbeing and mental health impacted by socio-economic factors evidenced by the 0.22 IDACI score, the ‘Half of all children overweight in worst areas of ‘obesity crisis’ report (published August 2024) included that ‘areas in Nottinghamshire reported significant rises in childhood obesity over the past nine years, including Mansfield 65% and the effect of COVID-19 contributed to pupils needing to be healthy in mind and body. Therefore, pupil premium funding was used to support pupils pastorally with Forest School sessions (78% of attendees were eligible for PP funding), music sessions to develop self-confidence and self-esteem and ELSA, where 74% of pupils who attended ELSA were disadvantaged pupils. Pupil voice strongly suggests that Forest School and ELSA are beneficial to health and well-being. Meeting the social and emotional needs of children remains a priority area for pupil premium expenditure.*

### ***Wider Strategies***

*All pupils, including disadvantaged were able to participate in planned educational visits. No pupil was unable to access a full curriculum with regards to family finances. Consequently, all pupils participated in at least one visit to enhance their cultural capital. On one visit to Clumber Park, using the National Trust school card to reduce cost, Year 6 pupils gained knowledge about potential jobs later in life e.g. gardener, chef, ranger etc. Educational visits and a residential in Year 6 remain a focus as school prepares its pupils for life in modern Britain, as pupils aspire, learn and grow.*

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
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)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>