

Pupil premium strategy statement 23-24

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name:	Northburn Primary School
Number of pupils in school	308
Proportion (%) of pupil premium eligible pupils	12
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 23- August 25
Date this statement was published	1.12.23
Date on which it will be reviewed	October 24,25
Statement authorised by	Clare Scott Headteacher
Pupil premium lead	Jill Nicholson Disadvantage Champion Lead
Governor / Trustee lead	Ann Wheat Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,500
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46,500

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that through our provision, we enable all (those with additional needs as well as those who are academically able children to make good progress, achieve well and have the social competence to aspire to a fulfilling role in society as adults. 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.

The focus of our pupil premium strategy is to raise the attainment of socio-economically disadvantaged pupils. We will use high-quality external evidence and the internal knowledge we have of our pupils in our care to help inform any decision making. We aim to ensure our curriculum offer allows disadvantaged pupils access to opportunities and experiences that inspire aspiration and are responsive to the individual challenges and barriers they may encounter.

We aim to use a tiered approach to pupil premium spending that consists of three key elements:

Quality Teaching

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.

We aim to support every class teacher to keep improving, alongside effective assessment and a broad and balanced knowledge-based curriculum that responds to the needs of the disadvantaged pupils whilst benefiting the non-disadvantaged.

Targeted Academic Support

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. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set (including high attainers).
- Act early to intervene at the point need is identified.
- Focus on providing equity within teaching approaches to ensure equality of opportunity.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Wider Strategies

Our strategy is integral to wider school plans for education recovery, notably in its targeted support through for pupils whose education has been disjointed due to transience and or other reasons.

We aim to address non-academic challenges such as attendance, behaviour and social and emotional learning to support improvement in academic outcomes.

Our Pupil Premium strategy is an integral part of the School Improvement Plan (SIP) and will be monitored and evaluated on a termly basis by the disadvantaged champion.

Challenges

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

Challenge number	Detail of challenge
1	<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. 62% of SEND children at Northburn have communication and interaction as the area of need. 31% of SEND children in the school are also disadvantaged.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers do. This negatively impacts their development as readers.</p>
3	<p>Internal and external (where available) assessments indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils at the end of KS1.</p> <p>On entry to school (reception), our disadvantaged pupils are more likely to be below age-related expectations compared to other pupils who join us who are not identified as disadvantaged. This gap is often closed by the end of KS2.</p> <p>At KS2 our disadvantaged pupils' attainment was higher than the national average.</p>
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p>
5	<p>Our attendance data over the last years indicates that attendance among disadvantaged pupils has been slightly lower than for non-disadvantaged pupils. Children who are disadvantaged are more likely to be persistent absentees. Attendance overall however is in the lowest 20% of schools and has been so for a number of consecutive years.</p>
6	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified some social and emotional concerns for their children. They refer to the cost of living crisis which has led to a lack of enrichment opportunities outside school. It has become increasingly important that school can provide these</p>

	opportunities. Teacher referrals for support have markedly increased since the pandemic.
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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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in each year show that more that disadvantaged pupils maintain progress from KS1 starting points and build upon it. E.G EXP- GD. Reading Ages AR are in line in each year.
Improved maths attainment for disadvantaged pupils at the end of KS2.	By the time children are in Y6 they use their multiplication and related division facts fluently.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained healthy state of wellbeing demonstrated by: <ul style="list-style-type: none"> • feedback from pupil and parent surveys • decrease in necessary referrals a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training RWI for staff in KS2 to particularly support children who have not passed phonic check by Y2.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 & 2 3</p>
<p>Training on phonological awareness to inform intervention and support within class with sentence structure</p>	<p>Phonological awareness is the individual's awareness of the sound or phonological structure of a spoken word (Gillon, 2004)</p> <p>Phonological awareness is the foundation for matching sounds to letters (Stanovich, 1994).</p> <p>The effective mapping of sounds to letters (reading and spelling) will be more straightforward if an individual has a clear understanding and experience of the sound structure of the language.</p>	<p>1 & 2 3</p>

	<p>Gillon, GT. (2004) Phonological Awareness. New York: Guildford Press</p> <p>Some children, for various reasons, do not start school with the phonological awareness skills needed to develop their communication, language and literacy.</p> <p>These reasons include hearing difficulties, speech and language issues, learning disabilities, poor exposure to spoken language structure and language delay.</p> <p>These children may begin to learn sounds and letters but are unlikely to make good progress in reading and writing because they lack the crucial foundation of phonological awareness.</p> <p>A child may be able to learn that an individual letter makes a particular sound, but if they are unable to identify the individual sounds within a word, they will not be able to blend and segment when reading and spelling.</p> <p>The findings from research studies have identified that pupils with good phonological and orthographic awareness are in a great position to become good readers. While pupils with poor phonological and orthographic awareness may struggle in reading, more recent research has identified that orthographic processing difficulties are as significant as phonological and rapid automatised naming difficulties. It is important that accommodation is made for all learners, so no pupil is left behind.</p> <p>Phonological Awareness and Phonics SEND Plan</p>	
<p>Training on Colour Semantics to inform intervention and support for those</p>	<p>Colourful semantics can help children understand words and develop their language by using colour.</p>	<p>1 & 2 3</p>

<p>struggling with sentence structure</p>	<p>For any child, language is very important as it supports their ability to communicate with others. If a child is unable to communicate or struggles to interact with other people, this can negatively impact their confidence and can make them feel isolated.</p> <p>Whether that's inside or outside of the nursery classroom, language is vital for helping young learners build relationships and integrate into social settings.</p> <p>It's important children learn these skills during their early years, as this sets the foundation for later life. From establishing friendships with peers, to securing jobs in adulthood, the ability to communicate is essential.</p> <p>However, lots of children struggle with words and find it challenging to structure different sentences. This is where colourful semantics come into play as it creates a sense of order using simple but effective visual assets.</p> <p>Colourful Semantics: How Children Can Develop Language Through Colour</p>	
<p>Resources and activities designed to secure and extend understanding of vocabulary.</p>	<p>Vocabulary included and shared explicitly as Northburn curriculum design.</p> <p>Vocabulary walls and cards used and displayed as method to use in writing.</p> <p>Knowledge organisers extend vocabulary.</p> <p>Narrative chosen by all subjects use challenging vocabulary.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities</p>	<p>1 & 2 3</p>

	<p>such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
Careful analysis of RWI and AR data to inform intervention	EEF Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They give an insight into knowledge and any misconceptions that have developed.	1, 2, 3
<p>Resources to support access to online multiplication practise tools.</p> <p>Training in moderation of mathematical understanding</p> <p>EYFS Maths Hub</p> <p>Numbots</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>Maths guidance KS 1 and 2.pdf (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>Increase access to books matched to RWI and AR to support reading. Books that are challenging and support extending experience.</p> <p>Reading lead training to analyse data from AR programme.</p> <p>Effective use of diagnostic assessment to support planning.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2 3
Resources to support KWLs so that we can check for misconceptions and check understanding.	EEF Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They give an insight into knowledge and any misconceptions that have developed.	1 2 3

B-Squared	Diagnostic assessment and tracking tool to support SEND pupils who also receive PP	
Admin Staff Attendance Lead	To challenge poor attendance and connect with parents.	

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

Budgeted cost 16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils.	<p><i>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</i></p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1 2 3
Using Phonological awareness assessments to provide intervention	<p>On entry to the Early Years Foundation Stage (nursery), it is important that all children have their phonological awareness skills assessed. The majority are likely to be progressing well but the ones who are not will need help.</p> <p>Evidence tells us that children who start well will continue well. However, if a child needs support to develop phonological awareness skills, they will need support until they have them well established (Anthony & Francis, 2005; Anthony & Lonigan, 2004).</p> <p>There is a growing body of evidence that phonological awareness intervention brings about positive change in children with Speech Sound Disorders (SSD) (e.g. Smith et al., 1998; Hesketh et al., 2000; Adams et al., 2000).</p> <p>Phonological awareness is a component in most interventions for children with SSD and can be effectively implemented</p>	1 2 3

	<p>by SLTS, SLT assistants, teaching assistants and parents (e.g. Joffe & Pring, 2008; Lancaster et al., 2010).</p> <p>Phonological awareness is a key component of the psycholinguistic approach to intervention for children with SSD (Stackhouse & Wells, 1998).</p> <p>Core vocabulary intervention for children with inconsistent phonological disorder includes explicit phonological awareness at phoneme level (Dodd et al., 2006).</p> <p>Some interventions for CAS include phonological awareness skills (e.g. Moriarty & Gillon, 2006).</p> <p>There is limited evidence regarding when children with SSD are most likely to benefit from phonological awareness intervention (Smith et al., 1998)</p>	
<p>Use of colour semantics within class and as small group intervention</p>	<p>Colourful semantics is beneficial for anyone who has difficulties with developing their words and structuring sentences.</p> <p>This could include children with developmental language disorder (DLD) (also sometimes known as specific language impairment), children with Down’s Syndrome or Autistic children, or children who have any form of <u>special educational need or disability (SEND)</u>.</p> <p>However, it is also used in nurseries for children who do not have an SEND, as it supports their development in terms of their speaking and listening skills.</p> <p>Furthermore, colourful semantics can help young children with their early reading and writing development as it helps them to see the order of different sentences. It can be an effective way of supporting children with English as an additional language to become more familiar</p>	<p>1 2 3</p>

	<p>with English vocabulary and sentence structures.</p> <p>In turn, this helps children integrate better into a classroom environment as they are able to communicate with others. This is a core skill for outside the nursery too, as children will inevitably come into contact with other people so it's important they build their social skills.</p> <p>As a teacher, it's also a great way of making your practice inclusive as it supports the needs of a wide range of pupils.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and policy supported by professional development and training for staff.</p> <p>Embed zones of regulation across school</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	<p>4 5 6</p>
<p>Wider data collection on all disadvantaged children to inform any interventions to be considered both socially and academically</p>	<p>The link between disadvantage and educational underachievement is still strong. Most schools still fail to target support specifically at disadvantaged learners and only a few analyse data effectively enough to identify disadvantaged learners. Most schools do not use their assessment and tracking systems well enough to monitor the progress of disadvantaged learners.</p> <p>Only a few schools have effective mechanisms to identify disadvantaged learners. These learners include those eligible for free school meals, those from minority groups, such as looked-after and gypsy traveller children, and those identified as being in need of additional support by the school's pastoral system or by services working with the school. Most schools do not use their assessment and tracking systems well enough to identify the specific needs of disadvantaged learners or to monitor their progress. Most local authorities are beginning to analyse data to identify trends and patterns in the</p>	<p>5 & 6</p>

	<p>progress made by learners who are eligible for free school meals. The few schools that support their disadvantaged learners well analyse data rigorously to plan and implement systematic, whole-school approaches for supporting disadvantaged learners. They have tailored the curriculum to meet the needs of all learners and have raised the achievement of disadvantaged learners by providing effective skills-based teaching and activities that support individual learners, such as mentoring or help with basic skills and homework</p> <p>Tackling poverty and disadvantage in schools: working with the community and other services July 2011</p>	
<p><i>Engaging with STEM learning to broaden opportunities</i></p>	<p>The Education Policy Institute's 2020 report found that the attainment gap between pupils living with disadvantage and their peers had stopped closing for the first time in a decade. In addition, a study by the Education Endowment Foundation (EEF) found "a large and concerning attainment gap between disadvantaged and non-disadvantaged pupils.</p>	<p>5 & 6</p>

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year 23-24

Pupil premium strategy outcomes

Outline outcomes for disadvantaged pupils in the 2023- 2024 academic year and explain how their performance has been assessed:

- Disadvantage children perform below national average in the phonics screening. Absence is one of the contributing factors.
- Multiplication screening was strong. Although disadvantaged children's average score was below both school and national average, overall progress with these children was good due to targeted small group intervention and additional time been allocated in school for practice.
- 75% of disadvantaged children achieved the expected level or better in reading at KS2 above national average for all children of 73%.
- 75% of disadvantaged children achieved the expected level or better in maths at KS2, above the national average for all children of 73%.
- 75% of disadvantaged children achieved the expected level or better in writing at KS2, above the national average for all children of 71%.
- Internal data demonstrates that disadvantaged children make good progress in KS2 and attainment gaps that existed in KS1 are being closed
- We have now an effective systematic approach to teaching RWI and accelerated read
- The disadvantage champion completed the course with 'Challenging Education- RADY' and led staff training throughout the academic year on how to improve equity in the classrooms to provide greater opportunity for equality.
- We remain an inclusive school ensuring the needs of disadvantaged children are met through effective monitoring, evaluation by the class teachers and disadvantage lead.
- We collaborate with other professional bodies to support disadvantaged children. 'Challenging Education'.

Our disadvantaged pupils generally attend well. Their attendance is slightly lower than our children who are not disadvantaged. This is often because of othe complicating factors. I.e there is a special educational need or medical need. Persistent absenteeism is more likely if a child is disadvantaged. Attendance continues to be monitored closely focus and persistent absenteeism is always challenged. We always look to work in partnership with families to support good attendance.

Our assessments and observations indicated that some pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding

to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.