

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 | £17,625 (53,835) |
| 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 | £17,625 (53,835) |

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 support disadvantaged pupils to achieve that goal. We aim to ensure our curriculum offer allows disadvantaged pupils access to opportunities and experiences that inspire aspiration and is responsive to the individual challenges and barriers they may encounter.

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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through for pupils whose education has been worst affected, including non-disadvantaged pupils.

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're set
- act early to intervene at the point need is identified
- Focus on providing equity

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers are. |
| 2 | 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. |
| 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 Reception class, generally our disadvantaged pupils arrive below age-related expectations compared to other pupils. This gap is often closed by the end of KS2. In 2023 disadvantaged pupils' rate of progress in maths and English was twice that of non disadvantaged pupils. 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> <p>This has resulted in knowledge gaps leading to pupils falling further behind their potential</p> |
| 5 | 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. |
| 6 | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. The cost of living crisis after Covid has led to a lack of enrichment opportunities outside school. It has become increasingly important that school can provide these opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. |

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| | Teacher referrals for support have markedly increased since the pandemic. |
| 7 | Assessments including pupil voice and parental voice have identified that DA pupils have fewer opportunities to access vocabulary rich books and do not access broad reading material outside of school. |
| 8 | Observation has identified that children who are DA often find it more difficult to focus and to organise their work. |

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 |
| To provide opportunities for children and their families to access a broader range of reading materials which supports writing at length | Book scrutiny Pupil voice Parental voice |

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| | Review outcomes with North of the Tyne shared project. |
| Children make accelerated progress due to improved focus | Children are well supported and can structure their work independently using resources meaning that they have improved focus |

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: £ 27 245

| 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,</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>Metacognitive strategies for organising their work</p> | <p>1, 2</p> |

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| | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities 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> | 4, |
| <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> | 1,2,3,4, 6 |

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| Resources to support KWLs so that we can check for misconceptions and check understanding. CPD Metacognitive strategies | 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 |
| Science EEF programme- tackle misconceptions | Observed children to see if there is an improvement in organising work focus and a reduction in barriers to learning | |

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

Budgeted cost: £13 617

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | <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> Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1,2, 6, 5, |
| Liase with North of Tyne project for DA to create a community reading space | EEF blog: Moving forwards and mobilising metacognition EEF (educationendowmentfoundation.org.uk) | 5, 6 |
| Provision of school led tuition to provide for pupils whose still has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 4,5,6 |

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| including those who are high attainers. | | |
| Disadvantaged Champion working with Challenge Education (RADY) to create a set of strategies that target DA and close the gaps of attainment in writing through reading | Studies are showing that equity in the classroom plays a vital role in ensuring gaps are closed with progress and attainment with DA Recorded-RADY-offer-Sept-2022-2.pdf (challengingeducation.co.uk) | 3, 4, 5 |

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

Budgeted cost: £ 4000 (£15,000)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------|---|--------------------------------------|
| | | |

| | | |
|--|---|--------------|
| <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><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>4,5,6</p> |

Total budgeted cost: £ 33,240

Part B: Review of outcomes in the previous academic year 22-23

Pupil premium strategy outcomes

Our internal assessments during 2022/23 highlight that children who are disadvantaged are more likely to be working below age expectations on entry to school and at the end of Reception. By the time, children leave us in KS2 they generally perform in line with their non-disadvantaged peers and made good progress.

There has been a Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. Nearly all of our disadvantaged children were in school during lockdowns. The impact was therefore mitigated to some degree.

Our disadvantaged pupils generally attend well but their attendance is lower than our children who are not disadvantaged. Persistent absenteeism is more likely if a child is disadvantaged. Attendance is always a 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 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 |
|-----------|-------------|
| RWI | Ruth Miskin |
| | |

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.