

## Northside Primary School: Pupil Premium Strategy Statement

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	253
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	January 2025/March 2025/July 2025
Statement authorised by	Resources Committee
Pupil premium lead	Liz Longworth
Governor lead	Rebecca Bakar

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54, 760
<b>Total budget for this academic year</b>	<b>£54, 760</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Northside Primary School we intend for all our children to achieve academic success becoming confident independent learners ready for their next stage of education. They will leave Northside Primary School as **respectful, inclusive, creative** members of their community who are **proud** of their achievements and **resilient** to **challenge** regardless of their socio-economic background or the challenges they face.

At the heart of our Pupil Premium Strategy is supporting potentially vulnerable pupils to overcome barriers to learning in order to close the disadvantage attainment gap. As well as supporting those who are already high attainers to continue to make strong progress. We have high expectations for all, through rigorous monitoring we identify barriers and the interventions required, whether in small groups, large groups, whole school or as individuals, and allocate a budget accordingly.

Our approach will be responsive to common challenges and individual needs rooted in diagnostic assessment. The approaches we have adopted help pupils excel.

To effectively support our pupils we will:

- provide quality first teaching in every class
- ensure disadvantaged pupils are sufficiently challenged and supported in the work that they are set.
- provide targeted academic support for pupils not achieving expected progress goals
- ensure all staff have high expectations and are fully trained so that disadvantaged pupils continue to make progress and achieve the same outcomes as their non-disadvantaged peers
- act early to address non-academic barriers to attainment including emotional and mental health and attendance
- ensure parents are equipped to support their children

We assess the impact of each intervention termly, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required. Individual targets are set for each pupil in receipt of the Pupil Premium Grant and their progress towards achieving these targets is analysed.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments show that disadvantaged pupils are working towards age related expectations (ARE) rather than on track for reading, writing and maths.
2	Assessments and observations indicate that our disadvantaged pupils show poor language and communication skills on entry to Early Years.
3	Observations and discussions with pupils and families have identified social and emotional issues as well as economic pressures for many of our pupils including a lack of enrichment opportunities.
4	Many of our parents lack the knowledge and skills to support their pupils with their learning.

## 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
More of our disadvantaged pupils will achieve ARE and the attainment gap between disadvantaged and non-disadvantaged pupils is minimal.	Assessments will show that disadvantaged pupils achieve ARE in line with non-disadvantaged pupils in reading, writing and maths.
Ensure staff use evidence-based whole-class teaching interventions to improve language and communication skills, writing and maths skills for pupils in Early Years.	The Early Years Profile shows that pupils achieve their language and communication, writing and maths early learning goals.
To ensure that those disadvantaged pupils have the same opportunities as their peers to be involved in extracurricular activities.	There is an increase in pupils who have access to breakfast clubs, after school care clubs, holiday clubs, extra-curricular school clubs, music tuition and residential trips through subsidisation.
Improve participation in the school life experience for the most disadvantaged families.	Parents have developed the skills to be able to support their children in the core subjects.

## 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: £ 1900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide half termly training for teaching assistant to improve their pedagogy	<p>The EEF Teaching and Learning toolkit shows that interventions led by teaching assistants and small group tuition has an impact of +4 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2

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

Budgeted cost: £ 48,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide after school and preschool interventions for identified pupils which reinforces or pre-teaches for in class work and closes identified gaps in learning in reading, writing, maths and phonics.	<p>The EEF Teaching and Learning toolkit shows that interventions led by teaching assistants and small group tuition has an impact of +4 months and extending the school day has an impact of +3 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1

Provide small group teaching for Maths and English delivered by a teacher for Years 4 and 5, 6 children.	The EEF Teaching and Learning toolkit shows that small group tuition has an impact of +4 months. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1
Provide small group phonics catch up sessions for those children still not fluent in phonics in Y3, 4, 5 and 6.	The EEF Teaching and Learning toolkit shows that small group tuition has an impact of +4 months. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1
Implement and deliver the NELI, Early Talk Boost, Language Enrichment Programme, ELSEC and Mastery Number programme to identified children with a focus on early intervention.	The EEF Teaching and Learning toolkit shows that oral language interventions have an impact of +6 months. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	2

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

Budgeted cost: £ 4, 480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure parents of pupil premium children are equipped to support their children through the delivery of parent courses, workshops, attendance support and hardship funding.	The EEF Teaching and Learning toolkit shows that improved parental engagement has an impact of +4 months. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 2, 3, 4
Ensure pupil premium children have access to breakfast clubs, after school care clubs, holiday clubs, extra-curricular school clubs, music tuition	There are proven connections between enrichment activities, academic success and social emotional benefits. Enrichment activities promote critical thinking and problem-solving skills, improve student's ability to concentrate,	1, 2, 3

and residential trips through subsidisation.	and make learning more meaningful, valuable, and rewarding.	
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**Total budgeted cost: £ 54,760**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Ensure more of our disadvantaged pupils achieve ARE and the attainment gap between disadvantaged and non-disadvantaged pupils is minimal in reading, writing and maths

- All pupil premium children in Y6 achieved either in line with national averages or slightly above in reading, writing and maths as well as combined.
- The attainment gap in Y6 reduced especially in writing.
- The pupil premium children in Y4 achieved in line with the national averages in the MTC
- Other year group data show that the attainment gap is closing between disadvantaged and non-disadvantaged pupils – this will continue to be a focus.

Ensure staff use evidence-based whole-class teaching interventions to improve language and communication skills, writing and maths skills for pupils in Early Years.

- 72.4% of pupils achieved a good level of development above the national average.
  - 67% of the pupil premium children achieved a good level of development above the national average. As well as in Literacy, Maths and Communication
- 42 pupils took part in interventions which resulted in accelerated progress and gaps in learning being closed.

Improve participation in the school life experience for the most disadvantaged families.

- 75% of pupil premium children took part in subsidised extracurricular clubs as well as five children taking part in music tuition.
- Some pupil premium parents took part in ESOL lessons as well as parenting classes.
- Uniform and trips were also subsidised.

### Externally provided programmes

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

Programme	Provider
ESOL	Barnet and Southgate College

