

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	399
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2025
Date this statement was published	16/9/24
Date on which it will be reviewed	16/1/25
Statement authorised by	FGB
Pupil premium lead	Dwayne Mc Neil
Governor lead	Najmo Mohamed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156880
Recovery premium funding allocation this academic year	
Total budget for this academic year	£156880
Tutoring funding for 2024-5 is:	£156880

Part A: Pupil premium strategy plan

Statement of intent

At North we strive for all children to excel from individual their starting points. North’s curriculum is accessible to all pupils, with bespoke modifications that meet individual needs. Any barriers to learning that pupils may have, are successfully overcome. Our curriculum is broad and balanced for example, in the music curriculum all children learn to use their voice to sing, the xylophone, the djembe drums and the recorder. We have extensive Physical Education opportunities in school, at lunchtimes and through clubs, gaining us the Platinum School Games Mark. The development of language is paramount in all subjects, we explicitly teach ‘star’ words across the curriculum. Children leave North with a sound understanding of basic Spanish.

Our commitment to disadvantaged pupils includes support for their basic needs through the employment of a full time Pastoral Lead. We ensure that all children have access to the wider curriculum and cultural capital through funded/subsidised opportunities. We provide a bespoke curriculum adapted for children’s language needs and an extensive array of curriculum workshops in order to support parents to help their children to learn. Where appropriate play therapy and emotional support is offered beyond our PSHE curriculum by our qualified Play Therapist.

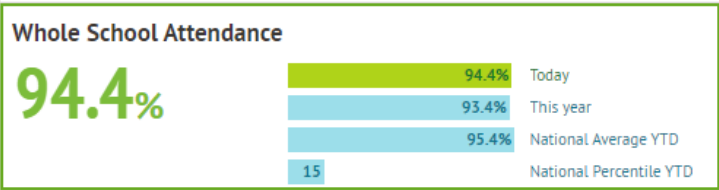
North Primary fully promotes equity and diversity.

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

Challenge number	Detail of challenge
1	Attendance and levels of persistent absence
2	Trauma, mental health and safeguarding concerns
3	High levels of children that are new to English and England
4	Poverty - basic needs
5	High levels of mobility
6	Limited experience beyond home, school and possibly country of origin

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																																																																																																																																					
<p>PPG Pupil attendance to be in line with all pupils and above national average</p> <p>PPG PA to be below national and inline with all pupils</p> <div data-bbox="185 584 874 801"> <p>Attendance Data for Pupil Premium Learners</p> <p>Reporting dates: Start: 1 Sep 24 End: 31 Jul 25</p> <table border="1"> <tr> <td>All Pupils</td> <td></td> <td>93.5%</td> </tr> <tr> <td>All Pupil Premium Learners</td> <td></td> <td>90.6%</td> </tr> <tr> <td>All Non-Pupil Premium Learners</td> <td></td> <td>94.4%</td> </tr> </table> </div> <div data-bbox="185 815 874 1133"> <p>Attendance by year group</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Overall Attendance</th> <th colspan="2">Persistent Absence (Greater than 10%)</th> <th colspan="2">Severe Absence (Greater than 50%)</th> </tr> <tr> <th>Non Pupil Premium Pupils</th> <th>Pupil Premium Pupils</th> <th>Non Pupil Premium Pupils</th> <th>Pupil Premium Pupils</th> <th>Non Pupil Premium Pupils</th> <th>Pupil Premium Pupils</th> </tr> </thead> <tbody> <tr><td>Year R</td><td>94.5%</td><td>100.0%</td><td>0.0%</td><td>-</td><td></td><td></td></tr> <tr><td>Year 1</td><td>96.2%</td><td>93.8%</td><td>13.5%</td><td>50.0%</td><td></td><td>0.0%</td></tr> <tr><td>Year 2</td><td>96.6%</td><td>87.0%</td><td>20.5%</td><td>25.0%</td><td></td><td>8.3%</td></tr> <tr><td>Year 3</td><td>89.4%</td><td>94.5%</td><td>25.0%</td><td>23.5%</td><td></td><td>0.0%</td></tr> <tr><td>Year 4</td><td>96.2%</td><td>87.5%</td><td>8.3%</td><td>22.7%</td><td></td><td>13.6%</td></tr> <tr><td>Year 5</td><td>95.4%</td><td>96.1%</td><td>25.0%</td><td>26.3%</td><td></td><td>0.0%</td></tr> <tr><td>Year 6</td><td>92.5%</td><td>85.9%</td><td>26.1%</td><td>50.0%</td><td></td><td>0.0%</td></tr> </tbody> </table> </div> <div data-bbox="185 1155 874 1478"> <p>Attendance by year group and pupil characteristics</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Boys Attendance</th> <th colspan="2">Girls Attendance</th> <th colspan="2">Pupils with any SEND needs</th> </tr> <tr> <th>Non Pupil Premium Pupils</th> <th>Pupil Premium Pupils</th> <th>Non Pupil Premium Pupils</th> <th>Pupil Premium Pupils</th> <th>Non Pupil Premium Pupils</th> <th>Pupil Premium Pupils</th> </tr> </thead> <tbody> <tr><td>Year R</td><td>98.0%</td><td>-</td><td>90.6%</td><td>100.0%</td><td>-</td><td>-</td></tr> <tr><td>Year 1</td><td>97.8%</td><td>100.0%</td><td>94.7%</td><td>91.7%</td><td>83.3%</td><td>100.0%</td></tr> <tr><td>Year 2</td><td>95.4%</td><td>97.3%</td><td>97.5%</td><td>72.5%</td><td>96.9%</td><td>95.3%</td></tr> <tr><td>Year 3</td><td>88.7%</td><td>92.4%</td><td>90.1%</td><td>96.9%</td><td>100.0%</td><td>90.6%</td></tr> <tr><td>Year 4</td><td>98.6%</td><td>88.6%</td><td>93.8%</td><td>86.4%</td><td>100.0%</td><td>100.0%</td></tr> <tr><td>Year 5</td><td>95.6%</td><td>96.6%</td><td>95.2%</td><td>95.3%</td><td>87.5%</td><td>95.8%</td></tr> <tr><td>Year 6</td><td>90.6%</td><td>80.4%</td><td>94.6%</td><td>90.3%</td><td>93.8%</td><td>85.0%</td></tr> </tbody> </table> </div> <div data-bbox="185 1554 906 1742"> <p>Whole School Attendance</p>  </div>	All Pupils		93.5%	All Pupil Premium Learners		90.6%	All Non-Pupil Premium Learners		94.4%		Overall Attendance		Persistent Absence (Greater than 10%)		Severe Absence (Greater than 50%)		Non Pupil Premium Pupils	Pupil Premium Pupils	Non Pupil Premium Pupils	Pupil Premium Pupils	Non Pupil Premium Pupils	Pupil Premium Pupils	Year R	94.5%	100.0%	0.0%	-			Year 1	96.2%	93.8%	13.5%	50.0%		0.0%	Year 2	96.6%	87.0%	20.5%	25.0%		8.3%	Year 3	89.4%	94.5%	25.0%	23.5%		0.0%	Year 4	96.2%	87.5%	8.3%	22.7%		13.6%	Year 5	95.4%	96.1%	25.0%	26.3%		0.0%	Year 6	92.5%	85.9%	26.1%	50.0%		0.0%		Boys Attendance		Girls Attendance		Pupils with any SEND needs		Non Pupil Premium Pupils	Pupil Premium Pupils	Non Pupil Premium Pupils	Pupil Premium Pupils	Non Pupil Premium Pupils	Pupil Premium Pupils	Year R	98.0%	-	90.6%	100.0%	-	-	Year 1	97.8%	100.0%	94.7%	91.7%	83.3%	100.0%	Year 2	95.4%	97.3%	97.5%	72.5%	96.9%	95.3%	Year 3	88.7%	92.4%	90.1%	96.9%	100.0%	90.6%	Year 4	98.6%	88.6%	93.8%	86.4%	100.0%	100.0%	Year 5	95.6%	96.6%	95.2%	95.3%	87.5%	95.8%	Year 6	90.6%	80.4%	94.6%	90.3%	93.8%	85.0%	<p>Ensure that attendance monitoring highlights pupils entitled to PPG - update report monthly</p> <p>Whole school attendance monitoring and high profile</p> <p>Consistent messaging around importance of attendance to parents</p>
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<p>PPG pupil progress to be continue to be above national average from individual starting points</p>	<p>2023 - progress for disadvantaged pupils is above national in Maths and Writing, but below in reading - focus for 2025</p> <p>Combined is above national for disadvantaged pupils</p>																																																																																																																																					

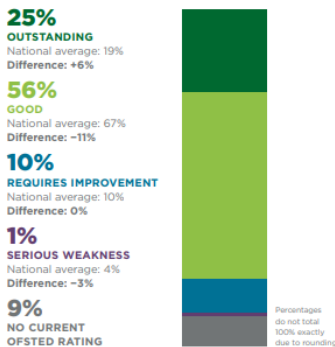
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<p>Basic needs of families supported</p>	<p>Parents have access to food donations, clothing and advice.</p> <p>Children have access to drawing and talking if required or listening post.</p>																																				

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.

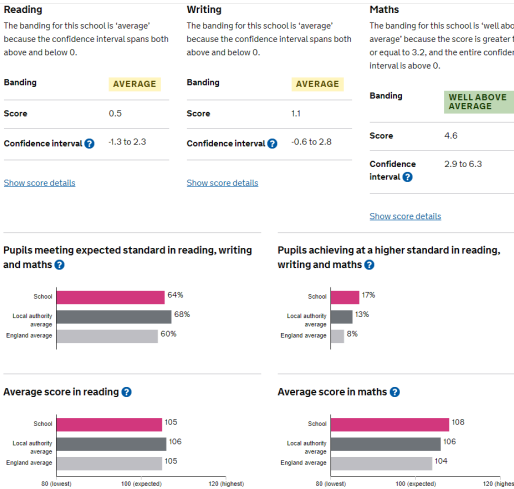
Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,165

Activity	Evidence that supports this approach	Challenge number(s) addressed																								
PIXL diagnostic assessment (£3300)	Our results demonstrate that our forensic approach to using the findings from our assessments to adapt our curriculum offer ensure that children make the best possible progress.	3																								
Raising Attainment Meetings (£5000)	Once our assessment is analysed teachers meet regularly with our Assistant Headteacher in order to ensure that learning gaps are filled.	3																								
Compass Hub, Challenge Partners (£2950)	<p>Ofsted data 2020-21 (423 schools) There were far fewer Ofsted inspections in 2020-21</p>  <table border="1"> <caption>Ofsted Data 2020-21 (423 schools)</caption> <thead> <tr> <th>Rating</th> <th>Percentage</th> <th>National Average</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>OUTSTANDING</td> <td>25%</td> <td>19%</td> <td>+6%</td> </tr> <tr> <td>GOOD</td> <td>56%</td> <td>67%</td> <td>-11%</td> </tr> <tr> <td>REQUIRES IMPROVEMENT</td> <td>10%</td> <td>10%</td> <td>0%</td> </tr> <tr> <td>SERIOUS WEAKNESS</td> <td>1%</td> <td>4%</td> <td>-3%</td> </tr> <tr> <td>NO CURRENT OFSTED RATING</td> <td>9%</td> <td>-</td> <td>-</td> </tr> </tbody> </table> <p>Percentages do not total 100% exactly due to rounding.</p>	Rating	Percentage	National Average	Difference	OUTSTANDING	25%	19%	+6%	GOOD	56%	67%	-11%	REQUIRES IMPROVEMENT	10%	10%	0%	SERIOUS WEAKNESS	1%	4%	-3%	NO CURRENT OFSTED RATING	9%	-	-	3
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Vocabulary focussed curriculum	Oral language interventions EEF +6 months impact	3																								
Whole class feedback embedded (£1000 CPD)	EEF +6 months impact	3																								
Ark Mathematics Mastery (£2565)	EEF +2 months impact	3																								
Read Write Inc (£230 +660)	EEF 1 month impact	3																								
Literacy Tree (£700) Must Reads (£1000)	Exposure to quality literature. Quality books to read at home	3																								

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

Budgeted cost: £ 54,165.53

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring in small groups Beyond NTP tuition (£10000)	<p>‘Tuition is one of the best evidenced interventions we have to support disadvantaged pupils’ attainment.’ Professor Becky Francis</p> <p>Our tuition is directly informed by our PiXL diagnostic assessment ensuring that it has impact in closing gaps in learning.</p> <p>EEF +4 months impact</p>	3
Additional staffing for phonics groups (£35100) 6 staff for 1 hour a day	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start?utm_source=/projects-and-evaluation/projects/read-write-inc-and-fresh-start&utm_medium=search&utm_campaign=site_search&search_term=read%20write</p>	3
Educational website subscriptions for school and home use (Bug club, Mymaths, TTRS, Numbots, 2simple (MyMaths £370) (Bug Club £1188.53) (TTRS £182) (2Simple £2425) (RWI)	 <p>https://www.compare-school-performance.service.gov.uk/school/101884/north-primary-school/primary</p> <p>Focus on year 4 multiplication check this academic year</p> <p>Preliminary 2024 results: https://www.northprimary.co.uk/assessmentresults</p>	5
Intervention for disadvantaged pupils with SEND		2
Freshstart small group English tuition	EEF +1 month impact	3

(£6000)		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 84,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and contracting meetings (Pupil Wellbeing Officer and Headteacher time: (£5000))	<p>Pupils at North who did not achieve the expected standard in reading, writing and maths in 2019 had an overall absence rate of 4.7% over the key stage, compared to 3.5% among pupils who achieved the expected standard and 2.7% among those who achieved the higher standard.</p> <p>Among pupils with no missed sessions over KS2, 83.9% achieved the expected standard compares to 40.2% of those who were persistently absent.</p>	1

Subsidised extensive club program	KS2 Years 3/4 Football- Tues PM KS2 Netball Mixed (Autumn Term) KS2 Basketball Mixed Upper KS2 Girls' football KS1 Gymnastics Mixed Badminton Mixed KS2 KS1 Multisports Upper KS2 Boys' Football KS1 Cheerleading KS2 Science Club Board Games KS2 Singing Club Gaelic Football Breakfast Club- PP Pupils Breakfast Club - Paid - £1 Youth Club	
Pupil wellbeing practitioners and Forest School and Emotional support practitioners		2
Listening Post		2
Weekly parent curriculum workshops (£3600)	EEF +4 months impact	3
Weekly food bank and food parcels		4
Weekly clothing and household items bank		4
Daily free breakfast club for disadvantaged pupils (£1440 groceries and £6300 staffing)		4
Trips and visits subsidies		6

(£8000)		
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Total budgeted cost: £ 155,670.53

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Number of children send and PPG

EYFS

Awaiting Ealing reports

Phonics Screening

Attainment in Reading and Maths is assessed using PiXL papers, in writing teachers use no more marking to obtain scores.

Reading expected Summer 2024

Reading	Expected +	PPG	non PPG	Attendance 95%+	Attendance <95%	Class 1	Class 2	Female	Male
1	65.00%	50.00%	67.00%	70.00%	59.00%	67.00%	64.00%	63.00%	68.00%
2	69.00%	57.00%	71.00%	73.00%	62.00%	68.00%	72.00%	82.00%	58.00%
3	56.00%	42.00%	60.00%	58.00%	52.00%	57.00%	55.00%	58.00%	53.00%
4	62.00%	67.00%	60.00%	70.00%	50.00%	52.00%	71.00%	73.00%	52.00%
5	70.00%	63.00%	72.00%	72.00%	65.00%	70.00%	67.00%	71.00%	68.00%
6	74.00%	64.00%	77.00%	84.00%	55.00%	73.00%	75.00%	88.00%	73.00%
Average	66.00%	57.00%	68.00%	71.00%	51.00%	63.00%	69.00%	72.00%	62.00%

- Intervention re. year 4 PPG pupils reading -
- Monitor year 2 and 3

Maths expected Summer 2024

Maths	Expected +	PPG	non PPG	Attendance 95%+	Attendance <95%	Class 1	Class 2	Female	Male
1	71.00%	80.00%	70.00%	70.00%	72.00%	73.08%	69.00%	63.00%	80.00%
2	71.00%	43.00%	75.00%	70.00%	71.00%	74.00%	65.00%	79.00%	63.00%
3	73.00%	57.00%	78.00%	58.00%	52.00%	87.00%	59.00%	72.00%	73.00%
4	70.00%	50.00%	77.00%	72.00%	67.00%	72.00%	67.00%	58.00%	86.00%
5	65.00%	63.00%	65.00%	69.00%	59.00%	65.00%	65.00%	65.00%	65.00%
6	84.00%	64.00%	82.00%	89.00%	53.00%	79.00%	82.00%	92.00%	72.00%
Average	71%	60%	74%	71%	62%	75%	67%	71%	73%

- PPG in Maths in year 2 - 12 pupils 21% of cohort - 85.4% attendance of PPG pupils in year 2, 50% persistent absentees

Writing no more marking - assessment takes place over the year

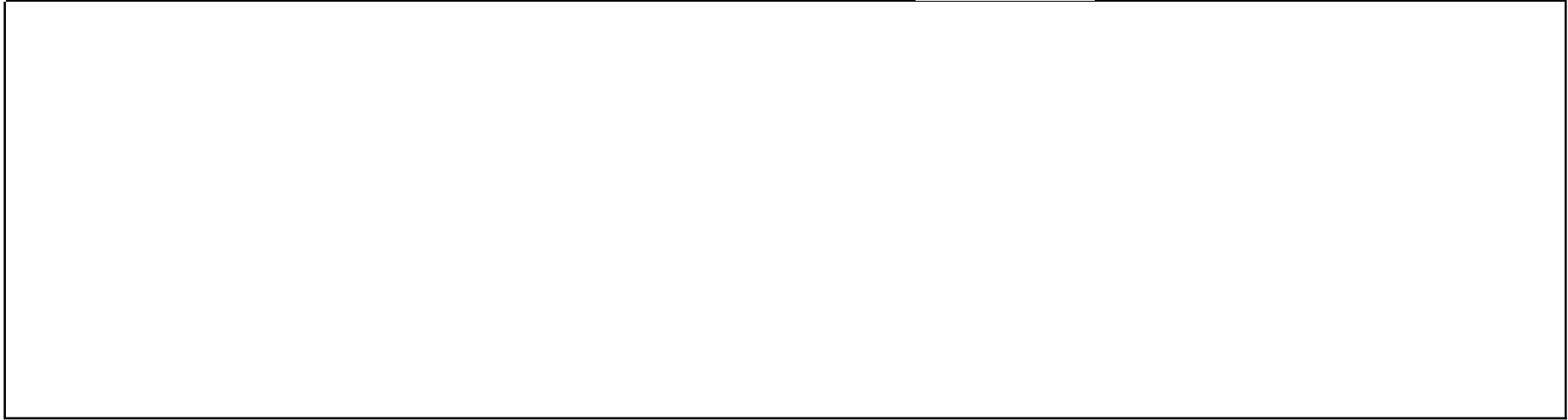
Year	month of asst	exs	gd	male exp	male gd	female exp	female gd	pp exp	pp gd	non pp exp	non pp gd
1	Jan	63%	9%	48%	4%	78%	13%	50%	0%	64%	10%
2	Feb	75%	7%	63%	7%	89%	7%	63%	0%	78%	8%
3	Oct	80%	24%	75%	17%	83%	30%	79%	7%	80%	30%
4	Jan	77%	17%	64%	11%	92%	25%	75%	8%	78%	20%
5	Nov	88%	27%	82%	21%	93%	32%	88%	25%	88%	28%
6	Feb	91%	5%	84%	10%	100%	0%	85%	8%	93%	5%
average		77%	17%	66%	12%	87%	21%	71%	8%	78%	19%

- Children in KS1 have lower scores
- No gap in year 5

Writing Teacher Assessment Summer 2024

Writing ta	Expected ±	PPG	non PPG	Attendance 95%+	Attendance <95%	Class 1	Class 2	Female	Male
1	60.00%	40.00%	62.00%	59.00%	59.09%	59.00%	60.00%	60.00%	60.00%
2	66.00%	43.00%	69.00%	68.00%	62.00%	68.00%	65.52%	78.00%	56.00%
3	56.00%	50%	56.00%	55.00%	52.00%	60.00%	48.00%	58.00%	50.00%
4	62.00%	58.00%	65.00%	75.00%	47.00%	66.00%	60.00%	73.00%	55.00%
5	70.00%	62.00%	65.00%	74.00%	54.00%	61.00%	67.00%	74.00%	54.00%
6	74.00%	50.00%	65.00%	67.00%	50.00%	62.00%	60.00%	83.00%	45.00%
Average	65.00%	50.00%	64.00%	66.00%	54.00%	62.00%	60.00%	71.00%	53.00%

- Similar pattern in teacher assessment



Externally provided programmes

Programme	Provider
Bug Club	Pearson
My Maths	OUP
TTRS	Maths Circle
Purple Mash	2 Simple
Mathematics Mastery	Ark
Read Write Inc	OUP

Further information (optional)

Due to the cost of living crisis, our plan has focussed on both supporting the pupils basic needs and improving their educational outcomes.