

Pupil premium strategy statement – Northowram Primary 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	416 – Primary
Proportion (%) of pupil premium eligible pupils	56 – 13.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 to 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jane Scardifield, Headteacher
Pupil premium lead	Alison Wild, Deputy Headteacher
Governor / Trustee lead	Gail Grant, Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,535 53 pupils x £1,515 3 pupils x £2,630 1 pupil x £350
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£88,535

Part A: Pupil premium strategy plan

Statement of intent

At Northowram Primary School we aim to ensure that all pupils are equipped with the knowledge, skills and cultural capital they need to succeed in life. It is our intention that children will achieve the best possible outcomes and are fully prepared for the next stage of their education.

Our Pupil Premium strategy is informed by high quality research to ensure we provide best possible route to improve the educational outcomes of children. This is done through a tiered model with focuses on:

- high quality teaching
- targeted academic support
- wider strategies

We firmly believe that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. With this in mind, our Pupil Premium Strategy will be rooted strongly in providing highly skilled staff to provide quality first teaching and learning. This will be matched with an equal emphasis on providing wellbeing support to ensure pupils are emotionally ready to learn. We also aim to maximise our opportunities to provide wider experiences and opportunities.

Challenges

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

Challenge number	Detail of challenge
1	<p>The average attendance for disadvantaged pupils and persistent absence rates for disadvantaged pupils remain below national expectations for pupils.</p> <p>Over the last 3 years, average attendance has ranged between 93.3% and 94.3% for disadvantaged pupils. Over the same period, persistent absence rates have ranged between 20.4% and 22.6% for disadvantaged pupils.</p> <p>While these rates have improved since the start of the last 3-year strategy, they are still not inline with national expectations.</p>

2	Attainment of disadvantaged pupils has been below their non-disadvantaged peers and national averages in the KS2 Maths SATs for the last 3 years. 2022-23: 60% in comparison to 77% overall 2023-24: 70% in comparison to 83% overall 2024-25: 44% in comparison to 78% overall
3	Attainment of disadvantaged pupils has been below their non-disadvantaged peers and national averages in the KS2 Writing teacher assessment for the last 3 years. 2022-23: 60% in comparison to 77% overall 2023-24: 70% in comparison to 77% overall 2024-25: 67% in comparison to 80% overall
4	Children within school who have an SGO or are Adopted are not tracked as closely in terms of their academic attainment and well-being as our Children Looked After are. This may lead to these children not reaching their full potential.
5	Through discussion with parents and analysis of data around destination schools, it is apparent that some disadvantaged children do not have the same opportunities to access extra-curricular activities, visits and tuition for grammar school entrance exams due to financial constraints.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: <ul style="list-style-type: none"> average attendance for the whole school meeting the government's 96% target average attendance for disadvantaged children meeting the government's 96% target reduce persistent absenteeism for the whole school (and specifically disadvantaged pupils) by 50%; from 8% to 4%
To increase the percentage of disadvantaged pupils reaching the expected standard in maths by the end of KS2.	Improved KS2 maths results for disadvantaged pupils by 2027/28 demonstrated by: <ul style="list-style-type: none"> an increase in the number of disadvantaged children achieving the expected standard in KS2 maths to 80%

	<ul style="list-style-type: none"> increase in the percentage of correct answers in calculation questions in standardised assessments for years 3, 4 and 5 pupils to 80% by summer 2028 maths interventions to meet the needs of children working towards expected standards in KS2 standardised assessments
<p>To sustain high phonics rates in KS1 and to increase the percentage of disadvantaged pupils reaching the expected standard in writing by the end of KS2.</p>	<p>Sustained high percentages of disadvantaged pupils passing the phonics check:</p> <ul style="list-style-type: none"> All children who do not have a significant cognitive special educational need to pass the Year 1 phonics check <p>Improved KS2 writing results for disadvantaged pupils by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> an increase in the number of disadvantaged children achieving the expected standard in writing by the end of KS2 to 80% implemented progressive writing curriculum based on the DFE writing framework writing interventions to meet the needs of children working towards expected standards of their year groups in KS2 teacher assessment
<p>To further monitor the academic attainment and well-being of children who are Adopted or have a Special Guardianship Order in place.</p>	<p>Adults in school have a holistic understanding of the needs of children who are Adopted or have a Special Guardianship Order by:</p> <ul style="list-style-type: none"> a document being produced, through meeting with parents/carers, that documents the individual strengths and needs (where the child does not have an EHC plan) individual monitoring of academic attainment termly school becoming a member of ARC and beginning ARC pathway to gain bronze, silver and gold awards trauma-informed CPD for staff
<p>To achieve and sustain improved wellbeing and equality of opportunities for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations participation in enrichment activities, particularly among disadvantaged pupils a continued uptake in the number of disadvantaged pupils taking part in 11+ tutoring

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: **£13,644**

Activity	Evidence that supports this approach	Challenge number(s) addressed
(Investment in SENCo having 3 days per week to deliver EHC Applications and develop processes within school). (13.5% of 3 day salary = £6150)	SENCo to support teachers with choosing and running interventions throughout the year with a focus on Phonics, Reading, Maths and Writing. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1704182167 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2, 3, 4
Investment in Instructional Coaching to improve consistency and effectiveness of teaching £6000 for training and support.	Research shows that quality first teaching is the most important aspect of raising attainment for all pupils. Coaches to work with teachers to identify aspects within their teaching practice to improve and hone using research informed practice. Working with Destino Coaching to train the leadership team in Instructional Coaching (Autumn 2025) and to provide ongoing support for coaches. https://educationendowmentfoundation.org.uk/education-evidence/guidance-	2, 3

<p>Investment in Steplab online platform. £864 annual subscription for 9 leaders.</p>	<p>https://destinocoaching.co.uk/coaching-in-schools/</p> <p>Steplab resources to support coaches and teachers in evidence-based best practice teaching methodologies.</p> <p>https://steplab.co/resources/the-evidence-and-rationale-behind-steplab/66d9c87f0982810001156bd9</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £71,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use PP and recovery premium to pay £13.5% of all teaching assistant wages. £64,200 to support in classes and deliver targeted interventions</p>	<p>Research shows that the adults best placed to deliver interventions are those who know the children and their academic progress. HLTAAs and TAs will deliver specific, targeted interventions with a focus on children who are disadvantaged and may need additional support. Maximising the Practice of Teaching Assistant Training will ensure that these interventions compliment the work within the classroom and children make the best progress possible.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>HLTAAs and TAs will also deliver daily activities (such as) to support specific disadvantaged children with emotional regulation.</p>	2, 3, 4
<p>Additional 1:1 reading for children in KS1 &</p>	<p>Figures from KS1 & KS2 show that 33% of disadvantaged children are in the identified group 'Bottom 20%' in school for Reading.</p>	3

KS2 who are below year group expectations. 17 children identified for additional 1:1 reading daily at school. (10mins per child) £7,460	Daily individual reading for these children will be put in place to improve progress for these children.	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in Year 2 and those who have not completed the Read, Write Inc. scheme in KS2.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Lead (Pastoral Manager) to work alongside EWO and Deputy Head to support specific families who have barriers to good attendance: -First day of absence monitoring -Regular monitoring of attendance trends -Letters sent out to families whose attendance is a concern -Meetings with families whose attendance continues as a concern -Fines processed by EWO as necessary (£3,000 = monitoring of specific families, meetings with families and leadership strategy discussions)	Attendance Lead to ensure that principles of good practice set out in the DfE's Improving School Attendance advice are followed and to work with specific families who have barriers to good attendance.	1
The option of musical instrument and performing arts lessons to any child in receipt of pupil premium.	Research shows that musical instrument and performing arts tuition has been found to have	5

<p>£15.90 per weekly session. Approximate costs for 3 children per year. (£1,800)</p>	<p>an impact on academic performance and well-being. Part of the pupil premium funding will be used to offer these opportunities to children who may not be able to access these otherwise.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<p>1:1 tuition at Kip McGrath (£1,000)</p>	<p>Funding for targeted disadvantaged children to access 1:1 tuition outside of school hours to increase their progress in maths and/or English.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>2, 3</p>
<p>The option of joining group tuition sessions for the 11+ with Studywrite in Years 4 & 5 for any child in receipt of pupil premium. (£1,500)</p>	<p>School to fund 50% of weekly 11+ tuition sessions for disadvantaged children to give equality of opportunity when sitting a grammar school entrance exam.</p> <p>Sessions are £35 per session for children in Year 4 & Year 5.</p>	<p>5</p>
<p>Contributions towards Residential and trips. (£1,200)</p>	<p>In discussion with our leadership team, funding will be used to enable all disadvantaged children to attend the residential visit in Year 6. This will support non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Funding will also be used on an individual basis to offset costs for other academic visits for families who need financial assistance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-</p>	<p>6</p>

	<u>toolkit/outdoor-adventure-learning</u>	
Uniform Vouchers (£2000)	Vouchers will be given to families in receipt of pupil premium that need assistance with buying uniform. This will be a £35 voucher per pupil.	5
Educational Psychologist Involvement (£500 x2 = £1,000)	Some of our disadvantaged children have the most complex, unidentified needs. Funding has been allocated to allow for the Educational Psychologist to be involved with these children to ensure their needs are met in the most appropriate ways.	All
High quality extracurricular clubs Sustain the number of extracurricular clubs being offered before and after school with a focus on the uptake for disadvantaged pupils. Staff and outside providers to run school clubs. Funding for disadvantaged pupils towards the cost of the club on an individual basis. (£500)	<u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</u> <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</u>	
Contingency fund for acute issues. (£1,000)	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £100,674

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils over the course of the previous 3-year Pupil Premium Strategy using EYFS, Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and school level.

We have reviewed our strategy plan and made amendments both to our new 3-year Pupil Premium Strategy and to how we intend to use our budget this academic year, as set out in the Activity in This Academic Year section above.

Challenge 1:

In the academic year 2021-22, attendance data shows that the average attendance for disadvantaged pupils was 91.5% in comparison to 94.41% for non-disadvantaged pupils. Data also shows that 34.8% of disadvantaged pupils (16 out of 46) were persistently absent in the academic year 2021-22. Our assessments and observations indicate that these periods of absence are negatively impacting disadvantaged pupils' progress.

	Average Attendance for Disadvantaged Pupils	Persistent Absence Rate for Disadvantaged Pupils	Unauthorised Attendance for Disadvantaged Pupils	National Attendance Average for Non-Disadvantaged Pupils
2021-22	91.5%	34.8%	0.9%	
2022-23	93.3%	22.6%	1.9%	95.0%
2023-24	94.3%	20.4%	1.6%	95.4%
2024-25	93.7%	21.6%	2.0%	95.8%

While both average attendance and persistent absence rates for disadvantaged pupils has improved since 2021-22, there is still further work that needs to be done to work with disadvantaged families where attendance is a concern.

The pastoral lead has worked hard with support from the EWO to send letters of concern and issues fines for families where absence is unauthorised, as seen in the increase in unauthorised absence.

Attendance will remain a part of our Pupil Premium Strategy for the next 3-year plan.

Challenge 2:

From the last 3 years where phonics data was officially collected (2018, 2019 and 2022), disadvantaged children have achieved below non-disadvantaged children in 2 out of the 3 years. 2018: 60% in comparison to 91%. 2022: 83% in comparison to 98%.

Phonics:

	<i>School Phonics Result</i>	<i>Disadvantaged Phonics Result</i>	<i>Disadvantaged Cohort Size</i>
2022-23:	94.3%	100%	6
2023-24:	91.6%	100%	6
2024-25:	100%	100%	5

Since the beginning of our Pupil Premium 3-year plan, every disadvantaged pupil has passed the Phonics Screening Check. This has been due to the careful tracking and additional support given (where needed) to individual pupils within the cohorts. This is also due to the considerable financial investment that goes into our phonics teaching with small group teaching for those who need the most support.

Challenge 3:

Data collected from the last 4 years of KS1 SATs information, show that in Reading, disadvantaged children achieved significantly below non-disadvantaged children (an average of 50% in comparison to 84% in the years 2019-22). Observations and discussions also show that the impact of children having a lower reading proficiency entering KS2 has a negative impact on their understanding of the wider curriculum.

Analysis from 2023 only due to removal of KS1 SATs: 69.2% of disadvantaged children reached the expected standard in Reading in comparison to 81.7% for the cohort overall. Looking at the group of four disadvantaged children who did not meet the Expected Standard, two of these children passed the Phonics Screening Check in Year 1 and it is disappointing that these children did not meet the Expected Standard even though additional support was put in place to support them (small phonics groups and daily individual reading).

Challenge 4:

Our summative assessments, observations and discussions with pupils and families show that there are a number of pupils whose communication and interaction difficulties are impacting on their academic progress. This is even more significant among the disadvantaged pupils in school, where 25% of disadvantaged pupils across school are on the SEND Register with a primary need of Communication and Interaction.

During the academic year 2024-25, school took part in the PINs project which included CPD for teachers and support for a SEND parents' group around neurodiversity, understanding the medical and psychological needs/differences with children who have ASD or ADHD. This included 6 CPD sessions for teachers (and HLTAAs). We also sourced CPD for teachers and Teaching Assistants based to better understand Pathological Demand Avoidance in September 2024.

School also invested in Language Legends, an intervention helps children to progress their understanding and use of vocabulary, wider language skills and ability to work collaboratively with peers. The intervention has run across all 3 years of the plan, originally Years 3&4 and

then extending to also include Years 5&6 and Chatter Champs for Reception. Evidence collected by the SENCo was that these interventions showed increased progress in terms of vocabulary and communication.

Challenge 5:

Our assessments, observations and discussions with pupils and families have identified that social and emotional difficulties (including for a number of individuals who have been significantly impacted by trauma) are impacting on the academic progress and social relationships for specific pupils. These challenges particularly effect disadvantaged pupils.

Over the last 3 year plan, our Pastoral Manager and Learning Mentors have supported children with Social, Emotional and Mental Health needs in a variety of ways. These have included 1:1 and small group sessions around friendships and social situations. They have been tailored to individuals who are most in need of support.

In the academic year 2024-25, our SENCo made the decision to create a weekly slot in the timetable from September for whole-class teaching of Zones of Regulation. This programme gave knowledge and strategies to all pupils of ways that they could support their own regulation which, in turn, supported academic progress.

Both the Designated Teacher and Pastoral Lead have been on a course to better understand Adverse Childhood Experiences and how traumatic experiences can present for children.

Challenge 5:

Through discussion with parents and analysis of data around destination schools, it is clear that some disadvantaged children do not have the same opportunities to access extra-curricular activities, visits and tuition for grammar school entrance exams.

All children who have wanted to attend the residential in Year 6 have been supported financially to be able to do this over the 3 years of the strategy. This is also the case with school trips and clubs.

We have supported children financially each year who wish to learn a musical instrument but do not have the finances available to do so. This is additional to the support that our Looked After Children receive from the Virtual School.

We have given financial support to families for a range of clubs which are run by outside companies for individual children such as drama.

Additionally, we have paid for tuition from Kip McGrath for children in receipt of Pupil Premium Plus who need support to increase their academic progress.

We have also supported families in receipt of Free School Meals each year with uniform vouchers and know that this has a significant impact for some families.

Furthermore, we have supported 4 children in Years 4 & 5 to access 11+ tutoring.

Externally provided programmes

Programme	Provider