Northgate Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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.

Northgate Primary School Overview

Detail	Data
School name	Northgate Primary School
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils PLAC	75 (36%) 4
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-2025 **2025-2026** 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Katie Penny
Pupil premium lead/Inclusion Lead	Sheila Norman
Governor / Trustee lead	Roger Smith

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,345
Recovery premium funding allocation this academic year (Highlighted on report)	£0
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.	£123,345

Part A Pupil Premium Strategy Plan
Statement of Intent

Northgate's intent is to create equity for all our pupils where everyone can succeed, regardless of their circumstances. We believe educational disadvantage includes all pupils whose achievement is at risk because of the impact of their social, cultural and economic circumstances.

We aim to provide a safe, enjoyable, and motivational environment where all children and adults are respected, accepted, valued, and included, enabling children and adults, as individuals, to confidently and successfully achieve their full potential. The targeted and strategic use of Pupil Premium funding will support us in achieving our aim.

Ensuring high quality teaching is a key principle of our strategy with a focus on areas in which Pupil Premium pupils require the most support. Research has proven that high-quality teaching has the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. This provides all pupils, including those at risk of educational disadvantage, with the best opportunity to reach their potential.

Social, emotional, mental health and wellbeing is another key principle of our strategy. Recognising the challenges that SEMH has on families and the impact it can have on pupils learning and daily lives, we ensure we provide pastoral support to all pupils and parents who have been identified as vulnerable and support pupils' and parents' SEMH needs.

Our approach is responsive to the challenges of our school and the pupil's individual needs, these are rooted in assessment and research and not assumptions about the impact of disadvantage.

Overall aims of our Pupil Premium Strategy are to:

- Ensure high quality teaching and learning within our school to improve attainment of the school's Pupil Premium pupils
- Support the well-being and SEMH needs of pupils and their families
- Aim for all pupils to increase their attendance which in turn will increase their attainment to further close the academic gap between Pupil Premium pupils and Non-Pupil Premium pupils
- Work closely with our parents and carers, in a supportive manner to develop greater engagement.
- Provide adapted teaching and interventions where Pupil Premium pupils have additional needs
- Increase opportunities to build social, cultural and economic capital through the provision of a rich, varied curriculum, including access to enriching extra curricula activities.
- Support the SLCN needs of all pupils.

We use the EEF tiered approach, and menu of approaches, as a basis for our approach to spending for disadvantaged pupils:

Quality First 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. 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.
Targeted academic support- Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective pupil premium strategy.
Wider strategies – We recognise that many of the barriers to pupils' learning are wider than just their academic needs. With this in mind, we intent to support our disadvantaged pupils through wider strategies including: additional support with attendance, increasing parental engagement, increasing our focus on pupil wellbeing, additional support at lunchtimes.

Challenges

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

Challenge number	Detail of challenge

1	**Attainment** Assessment and analysis of data show that overall attainment and progress for PP pupils is 16% lower in writing, 5% in maths, 2% in reading and 10% combined across Key stage 1 and 2.
2	**Social, Emotional, Mental Health, Well-being and Learning behaviour** Our assessments, observations and conversations (including wellbeing survey) with PP children and families indicate they have challenges with mental health, managing emotions and behaviour this has an impact on a child's readiness to learn and requires additional support.
3	**Attendance** Our attendance data over the last year indicates that attendance among PP pupils was 2.50% lower than for non-PP pupils. Poor punctuality due to a lack of home routines, parent's attitudes towards the benefits of education and aspirations for their children contributes to a negative impact on our disadvantaged pupils' attendance and progress.
4	**Parental support and engagement** Our observations through parental conversations, and early help support indicate that our families require support in areas such as financial, emotional and parenting. This can result in PP pupils not engaging in home learning activities such as homework, reading and practising spellings and some reluctance by parents in coming into school for celebration events, parent's evenings and SEN reviews.
5	**PP/SEN/EAL overlaps** Of the children entitled to Pupil Premium 38% are on the SEND register and 33% are children with English as an Additional Language. These needs can present barriers to learning for the children so requiring additional support or intervention.
6	**Enrichment** Observations and discussions indicate many of our children have narrow experiences of life and extra-curricular activities outside of school. This often presents issues with children not being able to access content in the curriculum and a lack of experiences can inhibit vocabulary and comprehension.
7	**Speech, Language and Communication** Assessments and observations in school and from outside agencies identified vocabulary gaps and underdeveloped pronunciation and oral language skills among 35% of our PP pupils.

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
1. Pupil Premium pupils will feel supported and confident at school allowing them to focus on learning and make the expected progress in reading, writing and maths.	The attainment of Pupil Premium pupils will improve year on year in all areas. Assessments and discussions with pupils will indicate progress. Analysis of student progress at each data drop point will allow early identification. Pupils will have access to a wide range of interventions, pre-teaching, overlearning and other pupil-specific targeted support. All pupils' academic needs will be met to support the narrowing of the attainment gap between Pupil Premium and Non-Pupil Premium pupils. High Quality teaching is used to meet the needs of pupils wherever possible.
2. Pupils with emotional and social difficulties will thrive in school because all social, emotional and behavioural barriers to progress are well-managed or removed through targeted support.	Qualitative data from student voice, pupil and parent surveys and teacher observations. The number of behaviour incidences will continue to remain low due to early proactive interventions and the continuation of strategies that are interwoven through the ethos of the school which ensure consistent boundaries and develop emotional and social regulation. ELSA sessions in place when needed. Emotion Coaching approach by all staff. Pupil Premium pupils receive pastoral support that meets their needs. Regular mindfulness for all pupils Children are confident to discuss mental health issues and strategies are in place so they can ask for support. Weekly Well-Being walk-ins with PFSA. Six trained Wellbeing First Aiders. Well-being champions will be fully trained and have a positive impact on the ethos of the school. Behaviour policy rewards positive behaviours and celebrates achievement with clear sanctions to support improved behaviour and support pupils' SEMH needs.

	Holiday Clubs run by Forest school lead and TA. Forest school interventions to support SEMH needs and enable to children to access learning. Pupil voice surveys will report that Pupil Premium children are happy and safe in school.
3. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils, in line with national average (at least 96%).	For the gap between Pupil Premium and non- Pupil Premium pupils' attendance to decrease by 1% and the number of persistent absentees to reduced by 1% from 2024/25 data. • Attendance officer will promptly call families who have an absent child without reason. • Barriers to attendance will be identified alongside parents and families and supported by the attendance team. • Regular analysis of attendance data to identify patterns and to show that the attendance gap is decreasing. • An extensive range of strategies will be used to promote good attendance and respond quickly to poor attendance. • Celebration Assembly will promote the importance of regular attendance and there will be recognition of the highest-class attendance. • A strong sense of belonging will be fostered across the school, ensuring every child feels valued and included. This approach aims to strengthen pupils' connection to the school so improve attendance.
4. Parental engagement continues to improve with all families. Parents will feel engaged with the school and willing to collaborate on their child's learning	Parents will contribute and be involved regularly with the school through class parental engagement sessions, class enterprise sessions, whole school end of term creativity weeks celebrations and coffee mornings. Parents of children with SEND will meet half termly with teachers to discuss their child's targets.

	Parents will be kept up to date with their child's learning with knowledge organisers and curriculum letters. Progress will be shared during parent's evenings. Parents feel supported and have access to the PFSA in school.
5. Pupil Premium pupils who are also identified with SEND will make good progress relative to their starting points and be fully supported and engaged with all experiences and learning. Pupil Premium pupils who also have English as an Additional Language will be included in all aspects of school life and will have the support to take part in their peers' learning.	Improved academic attainment through consistently adapted teaching and interventions. All pupils are able to access every element of school life. Activities are planned in a way that enables accessibility for all. Parents of children with SEND will meet half termly with teachers to discuss their child's targets.
6. Pupil Premium pupils to be provided with a broad range of life experiences through enrichment opportunities, to further support a sense of success outside of academic achievement and to support individual wellbeing.	Pupil Premium Pupils will take part in regular trips, visits, residential experiences, swimming, and other enrichment activities. A wide range of extra-curricular activities will be offered to support and ignite our pupil's passions and extend their vocabulary. Pupil Premium pupils will be encouraged to join extra-curricular clubs and will be prioritised. Pupil Premium pupils will have access to subsidised music lessons to enable them to learn a new skill.
7. Pupil Premium pupils achieve similar outcomes to others with Speech, Language and Communication needs. Improved vocabulary, pronunciation and oral language skills among Pupil Premium pupils.	Internal assessments and observations will indicate significantly improved oral language among Pupil Premium pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. • SaLT plans delivered regularly • Language rich classrooms • Pupil Premium pupils have a similar vocabulary knowledge to others and can use and apply in a range of contexts

	• The Voice 21 programme is being implemented, and teaching and learning will focus on targeted reading aloud, book discussion, structured questioning and purposeful oracy opportunities • Visuals and communication boards will be in place to support children with communication and interaction difficulties.

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

Budgeted cost: £57,442.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver Quality First Teaching for all CPD (incl overtime/cover to attend training and complete monitoring days)	The EEF guide to Pupil Premium identifies that teaching as a top priority with a focus of the delivery of High Quality First teaching including CPD opportunities. EEF High Quality Teaching EEF-Effective-Professional-Development-Guidance-Report The EEF toolkit suggests that mastery learning, collaborative learning, peer tutoring, small group work and feedback have a significant impact upon learning. Mastery Learning (+ 5 Months)	1, 5
Intervention/booster supporting in Y5/6	Quality first Teaching in specific subjects to support targeted PPG outcomes. i.e., Year 5 and 6 Maths and English Evidence shows that tutoring and small-group tuition is effective, particularly when it is targeted at pupils' specific needs. Year 5 children will have targeted interventions and booster lessons from a teacher to provide quality first teaching (QFT) in a smaller group. EEF High Quality Teaching Small group tuition has an average impact of four months' additional progress over the course of a year.	1, 5

	EEF Small group tuition	
Speech + Language Intervention	EEF toolkit suggests that overall, studies of oral language interventions consistently show positive impact on learning, including oral language skills and reading comprehension. 'Speech and language UK' research: 80% of teachers believe pupils in their class are behind in their talking and/or understanding of words. 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. EEF Oral Language EEF - Communication-and-language-approaches PP Pupil's with speech, language and communication problems are given specific interventions to support their individual needs.	5, 7
PFSA salary and resources	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps EEF Teaching and Learning Toolkit – Parental Engagement. Our Parent and Family Support Adviser works with parents of some of our most vulnerable PP pupils to raise attendance, support with SEMH, improve parental engagement in school, support with behaviour management and support with strategies that address their specific needs to ensure that children reach their upmost potential.	2, 3, 4

	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). EEF Social and Emotional Learning EEF Behaviour interventions	

Targeted Academic Support

Budgeted cost: £38,084.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole class TA support, targeted small group, 1:1 support and catch-up interventions	A higher number of staff to pupil ratio means that PP children benefit from additional targeted support in class to develop language and understanding. 1:1 and small group intervention is shown to have a significant impact on progress and attainment (EEF). The EEF Toolkit recognises that Teaching assistants can provide a large positive impact on learner outcomes (+4 months) EEF Small group interventions EEF TA Interventions	1, 5
Daily 1:1 reading intervention to support PP pupils.	1:1 and small group intervention is shown to have a significant impact on progress and attainment by EEF. Evidence shows that pupils reading can increase by 5+ months. EEF Reading comprehension	1, 5, 7
Focussed EAL/SEND support and intervention resources	EEF Toolkit suggests that 1:1 tuition and small group interventions has an impact on children's attainment. EEF toolkit suggests that overall, studies of oral language interventions	2, 5, 7

	consistently show positive impact on learning, including on oral language skills and reading comprehension. EEF Small group interventions EEF TA Interventions DfE research- removing barriers for Most able Disadvantaged pupils	
Small group forest school provision	The EEF toolkit suggests that overall; studies of adventure learning interventions consistently show positive benefits on academic learning. Forest School promotes self-esteem, creativity, confidence and independence. The sessions build on the needs and development of the child. It allows children to have the freedom, time and space to learn through sensory experiences. It enables supported risk-taking, child-centred learning, exploration and play. EEF Outdoor Learning EEF Aspiration Interventions	1, 2, 6
Resources for learning	Access to subscriptions, resources, and provisions to support equity and equity of learning for PPG pupils and to support quality first teaching and targeted interventions.	1

Wider Strategies

Budgeted cost: £27,817.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
National School Breakfast Programme Magic Breakfast resources and staff	Government research states that a healthy breakfast can help fuel pupil's concentration so they can get the most out of their school day and impact on pupils' learning experiences in school. EEF Evidence – Breakfast Clubs	2, 3
Cool Milk Provision	By incorporating milk into daily diets, children can unlock the potential for improved focus and better academic performance.	1

Emotional Literacy Support Assistants Educational Psychology Support	ELSA will help improve pupil's wellbeing that will positively impact their learning experiences in school. Children learn social and communication skills that will improve confidence levels resulting in more secure and extensive friendship groups. EEF Social and Emotional Learning Our Educational Psychologist provides targeted expertise to remove barriers to learning for disadvantaged pupils. Through detailed assessments, they identify underlying needs such as learning difficulties, social-emotional challenges, and communication issues. They work closely with staff to design evidence-based interventions, including adapted teaching strategies. EEF Behaviour interventions	1, 2
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	An effective whole school culture of high attendance is underpinned by clear expectations, procedures, and responsibilities. Robust systems need to be in place to ensure consistency and the successful implementation of the new attendance policy. This approach is vital as outcomes for pupils cannot be improved if pupils are not attending school regularly. In order to ensure that poor attendance is tackled at the earliest opportunity, we dedicate meeting times, and a specific team monitor and support families with ensuring that every child is encouraged to be in school and on time for learning. The EEF highlights the importance of establishing strong relationships and channels of communication between schools and families in improving pupils' attendance. EEF Attendance	3
Holiday Clubs including Inspired	The EEF toolkit identifies positive gains in progress for arts	2, 6

sports clubs (Easter, Summer, Christmas) and resources	participation, outdoor learning and sports participation as having positive effects on pupil outcomes. They have proven to help pupils engage more in school life and improve their emotional and social well-being. Provide support to struggling PP families during the school holidays and provide engaging and enriching activities for PP pupils. EEF Arts participation EEF Aspiration Interventions	
Clubs TA funding and resources (including cooking, dance, board games, sports, Forest School and Gardening)	The EEF toolkit identifies positive gains in progress for arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes. They have proven to help pupils engage more in school life and improve their emotional and social well-being. Evidence supported by EEF identify that social inclusion is key to improving outcomes for disadvantaged pupils. Pupils should be offered the same opportunities to experience enrichment. EEF Arts participation EEF Aspiration Interventions	2, 6
Attendance awards	Whole school attendance will be careful tracked and monitored to show improvement. This approach is vital as outcomes for pupils cannot be improved if the pupils are not attending school regularly. EEF Attendance	3
Wrap around care	Many PP families struggle to find childcare outside of school hours, and this will provide engaging and enriching activities for PP pupils. EEF Arts participation	3, 4

	The provision of wrap around care places also assists PP children to improve attendance and punctuality. EEF Attendance	
Funding for trips and residential	The EEF toolkit suggests that overall; studies of adventure learning interventions consistently show positive benefits on academic learning. Pupils who are exposed to these have an enhanced knowledge and understanding of the world and gain the cultural capital needed to be global and good citizens. EEF Outdoor Learning EEF Aspiration Interventions Children who are exposed to these have an enhanced knowledge and understanding of the world and gain the cultural capital needed to be global and good citizens. When finance isn't a factor for families, they almost always want their children to experience these.	1, 2, 6
Partial funding for small group music lessons Funding for music CPD and music programme access	The EEF toolkit identifies positive gains in progress for arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes. They have proven to help children engage more in school life and improve the emotional and social well-being. Schools EEF Arts participation EEF Aspiration Interventions	2, 6
Forest school and Gardening resources	The EEF toolkit suggests that overall; studies of adventure learning interventions consistently show positive benefits on academic learning. Forest School promotes self-esteem, creativity, confidence and independence. The sessions build on the needs and development of the	1, 2, 6

	child. It allows children to have the freedom, time and space to learn through sensory experiences. It enables supported risk-taking, child-centred learning, exploration and play. EEF Outdoor Learning EEF Aspiration Interventions	

Total budgeted cost: £123,345

Part B: Review of the academic year 2024-25

Pupil Premium Numbers

Below are the numbers and percentages of Pupil Premium children and current Free School Meals in each cohort and year group.

Cohort	Number of Pupil Premium Children in each Year Group	Number of Current Free School Meal Children in each Year Group	Number of Non-Pupil Premium Children
Foundation Stage			
Foundation Stage	8/30 (27%)	8/30 (27%)	22/30 (73%)
Year 1			
Year 1	8/29 (27%)	8/29 (27%)	21/29(73%)
Year 2			
Year 2	12/30 (37%)	12/30 (37%)	18/30 (63%)
Year 3			
Year 3	12/30 (37%)	12/30 (37%)	18/30 (63%)
Year 4			
Year 4	13/30 (43%)	13/30 (43%)	17/30 (57%)
Year 5			
Year 5	12/30 (37%)	12/30 (37%)	18/30 (63%)
Year 6			
Year 6	12/30 (37%)	12/30 (37%)	18/30 (63%)
Whole School			
Whole School	77/209 (37%)	77/209 (37%)	133/209(63%)

Outcomes review for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Pupils at age related expectation or above								
2024-25	Reading		Writing		Maths		Combined	
	PP	Non-PP	PP	Non-PP	PP	Non-PP-	PP	Non-PP-
FS (8)	50% (4)	77% (17)	50% (4)	77% (17)	50% (4)	77% (17)	56% (5)	74% (17)
Year 1 (8)	100% (8)	62% (13)	87.5% (7)	62% (13)	100% (8)	67% (16)	78% (7)	62% (13)
Year 2 (12)	75% (9)	78% (14)	50% (6)	83% (15)	75% (9)	78% (14)	87.5% (7)	75% (13)
Year 3 (12)	67% (8)	72% (13)	50% (6)	72% (13)	92% (11)	100% (18)	50% (6)	56% (10)
Year 4 (13)	77% (10)	71% (12)	62% (8)	65% (11)	85% (11)	76% (13)	62% (8)	59% (10)

Year 5 (12)	67% (8)	89% (16)	25% (3)	78% (14)	50% (6)	89% (16)	25% (3)	78% (14)
Year 6 (12)	83% (10)	94% (15)	83% (10)	88% (14)	83% (10)	88% (14)	75% (9)	81% (13)
School average	74% (57/77)	76% (100/132)	57% (44/77)	73% (97/132)	77% (59/77)	82% (108/132)	58% (45/77)	68% (90/132)

School average 23-24	67% (57/85)	81% (101/125)	61% (52/85)	78% (98/125)	68% (58/85)	85% (106/125)

Our whole school data is collected and updated termly, in Pupil Progress meetings, based on Teacher judgement and summative assessments. From these meetings, individual and groups of children are discussed, and actions are planned to support progress in key areas of learning.

Data is collected using teacher marked NFER tests in Reading, Maths, and Spag. Writing levels are based on teacher assessments made on unsupported pieces of writing.

The data shows that in many year groups more PP children are now achieving ARE than previous years.

A higher percentage of non - PP children achieved GLD than PP children in Foundation Stage this year. This can be linked to PP children also being on the SEN register.

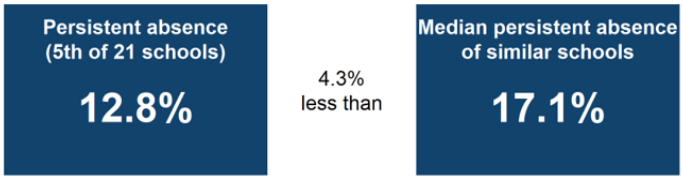
Areas highlighted in blue denotes the areas where the percentage of PP children attaining ARE+ are higher than Non-PP children. The highlighted yellow areas are where the percentage of PP children has risen and narrowed between Non-PP children.

When looking at the whole school data the attainment gap between the two groups has now reduced to 5% in maths, 2% in reading and 10% combined. Writing is 16%.

When compared with data from 2023-2024 the overall average percentage of PP children achieving ARE in maths and reading has increased. Writing has remained the same so will be a focus this year.

Pupil Premium pupils will feel supported and confident at school allowing them to focus on learning and make the expected progress in reading, writing and maths.	In most classes effective scaffolds and strategies are in place to support children to achieve the learning objective in lessons. If the objective is not achieved rapid intervention is put in place. New TOPA marking sheets have been implemented to assess progress towards LO and ensure lessons and support is targeted Gap analysis by teachers has ensured targeted interventions have had positive impact on target groups – reducing the gap between disadvantaged pupils and their peers.

	A range of positive reading initiatives have raised the profile of reading across school.
Pupils with emotional and social difficulties will thrive in school because all social, emotional and behavioural barriers to progress are well-managed or removed through targeted support.	The behaviour policy has been updated to reflect current research, embedding emotion coaching and restorative practices at its core. The schools PFSA supports children's emotional regulation with chill and chat sessions, regular wellbeing check-ins, positive behaviour plans, emotion coaching and ELSA. We have trained six Wellbeing First Aiders to support children to manage feelings and share their worries and concerns. Pupil Well-being Champions are in-place and have had full training to carry out their role. They are available to support other children at playtimes using the Buddy Bench. They support Wellbeing First Aiders during Wellbeing walk-ins and have gained pull voice during these times. Lesson observations by school leaders and the School Improvement Lead confirm a calm, orderly learning environment with consistent good behaviour. Visitors frequently remark on the positive and welcoming atmosphere across the school and the behaviour of the children.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils, in line with national average (at least 96%).	The Attendance Lead monitors weekly attendance and completes attendance courtesy calls to parents to inform of their child's current attendance and if there is a pattern forming. Meetings are held where improvement is not seen. Celebration assemblies (every Friday) promote the importance of attendance; recognise the class with the highest attendance and every term certificates and pencils are presented to children with 100% attendance. At the end of the year children with 100% attendance are awarded by going bowling. Creating a sense of belonging is a top priority at Northgate, starting with leaders warmly welcoming families and children at the school gate each morning. This daily interaction fosters positive relationships and boosts pupils' morale, helping them feel valued and ready to learn. Tailored support is provided for pupils with complex barriers to attendance such as – providing breakfast club, collecting for school, softer starts to the school day such as 'check-ins' and 'meet and greets' with members of staff, forest school intervention and parental support through the PFSA. Attendance for disadvantaged pupils went up by 1.6% from the previous year and non-disadvantaged stayed the same. The percentage of Persistent absentees dropped from 13% to 12.8%.

	<table><tr><th>Pupil group</th><th>Attendance 2023/4</th><th>Attendance 2024/5</th></tr><tr><td>All pupils</td><td>94.6%</td><td>95.3%</td></tr><tr><td>Pupils with free school meals (FSM)</td><td>92.2%</td><td>93.8%</td></tr><tr><td>Pupils with no FSM</td><td>96.3%</td><td>96.3%</td></tr></table> **Headline figures compared to similar schools** Overall attendance and persistent absence figures for your pupils in years 1 to 6 compared to 20 similar schools. Results are calculated based on data from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025. **Overall attendance**  *Your overall attendance is 95.3% which is 1.7% greater than the median attendance of similar schools. You are ranked 1st of 21 schools for attendance - meaning 20 similar schools have a lower overall attendance than your school.* **Persistent Absence**  *Your persistent absence is 12.8% which is 4.3% less than the median attendance of similar schools. You are ranked 5th of 21 schools for persistent absence - meaning 16 similar schools have a higher rate of persistent absence than your school.*
Parental engagement continues to improve with all families. Parents will feel engaged with the school and willing to collaborate on their child's learning	The Parent and Family Support Assistant (PFSA) has played a pivotal role in strengthening parental engagement and supporting vulnerable families. On average, 20 families received targeted support each term, with additional immediate assistance provided weekly. The safeguarding team has strengthened which has provided more time for the PFSA to support families at the early help stage. This included practical help such as transport for pupils, enabling consistent attendance, and early help interventions covering parenting strategies, budgeting, accessing services, and attending essential appointments. The PFSA maintained an open-door policy, ensuring parents had regular opportunities to seek advice and guidance. Parental involvement in school life has continued to grow. Engagement sessions and class enterprise events were well attended, with an average of 20 parents participating in each event. This increased collaboration has contributed to

	improved relationships between home and school, fostering a supportive environment for pupils' learning and wellbeing.
Pupil Premium pupils who are also identified with SEND will make good progress relative to their starting points and be fully supported and engaged with all experiences and learning. Pupil Premium pupils who also have English as an Additional Language will be included in all aspects of school life and will have the support to take part in their peers' learning.	57% of Pupil Premium pupils with more than one area of disadvantage demonstrated improved academic attainment through consistently adapted teaching and targeted interventions. All pupils accessed every element of school life, including trips, clubs, and enrichment activities. Activities were planned and delivered to ensure full accessibility for pupils with SEND, EAL, and other additional needs.
Pupil Premium pupils to be provided with a broad range of life experiences through enrichment opportunities, to further support a sense of success outside of academic achievement and to support individual wellbeing.	The number of children in receipt of PP engaging in extra-curricular opportunities throughout the year is 76%. All PP children who request clubs are assigned at least two of their chosen clubs. Holiday clubs are provided for vulnerable families to attend organised Northgate and companies such as 'Inpired Schools' to lessen the pressure of the Christmas, Easter and Summer holidays on disadvantaged families. Northgate's holiday club was fully funded from PPG money and ran for 3 days during Easter and 4 days during the summer – attended by 30 children per day on average. Pupil Premium pupils have accessed subsidised music lessons to enable them to learn a new skill. The children perform every term to the school building their self-esteem and show casing the skills they have learnt.
Pupil Premium pupils achieve similar outcomes to others with Speech, Language and Communication needs. Improved vocabulary, pronunciation and oral language skills among Pupil Premium pupils.	Pupil Premium pupils have made great progress in speech, language, and communication. This has been supported by a dedicated Speech and Language Teaching Assistant who provides targeted interventions and plans. Our lessons focus strongly on speaking and listening, helping children improve their communication and speech and language skills significantly.

Externally Provided Programmes

Programme	Provider

Service Pupil Premium Funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA