

Pupil premium strategy statement – Northaw CE Primary School

This statement details our school's use of pupil 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	104
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Dr James Inglis
Pupil premium lead	Dr James Inglis
Governor / Trustee lead	Rev Chris Kilgour

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,120.83
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£18,120.83

Part A: Pupil premium strategy plan

Statement of intent

Our intention is for every child, irrespective of the challenges they face, to fulfil their potential, and we aim to support our disadvantaged pupils by developing an effective strategy for our setting.

First, we identify the challenges faced by our school's disadvantaged pupils. Diagnostic assessment, using data from internal and external assessments, is important for identifying the specific areas where intervention and support will improve each pupil's academic progress. We also draw on data to develop an understanding of any non-academic challenges that pupils are facing which negatively affect their education and readiness to engage with education: attendance and levels of persistent and severe absence, behaviour incidences and exclusions data, and wellbeing, mental health and safeguarding concerns. When identifying the main challenges pupils are facing, it is important to consider the underlying academic and non-academic causes of them. When identifying challenges, we draw on a range of data sources, including internal assessments and performance data, discussions with teachers and support staff, and engagement with pupils and families.

Second, we use evidence. Using evidence is vital to inform our decision-making and wider pupil premium strategy planning. When using the pupil premium to purchase external programmes, we consider programmes which are well-supported by evidence and assess their suitability for our context. We consider a range of external research evidence, alongside our own knowledge of our pupils. External evidence can help us to better understand which specific activities have been found to be the most effective in addressing the types of challenge that our pupils face, how to successfully implement our chosen activities and the relative impact of different approaches.

Third, we develop an effective strategy. We develop a strategy for effective use of our pupil premium that addresses the challenges within your control that are having the most significant impact on disadvantaged pupils' outcomes, combines evidence about 'what works' with our knowledge of our setting and sets ambitious but realistic target outcomes. We consider how our strategy aligns with other strategic school improvement documents, such as our school improvement plan, to ensure that addressing disadvantage is a whole-school approach. Evidence suggests that engaging stakeholders in strategy development is a key driver of effective implementation. Building an implementation team around our strategy will give it the best chance for success. We consult governors and relevant staff members when developing our strategy. We also consult relevant external partners.

Fourth, we deliver and monitor our strategy. Key considerations when planning the delivery of your strategy should include:

- Coherence with curriculum: how to integrate any planned activity with the curriculum, and ensure that pupils receiving targeted support do not miss out on core curriculum content
- Collective responsibility: how to ensure that all staff promote the principles and ethos of our strategy, and ensure that professional development requirements are taken into account
- Targeting and monitoring: which pupils will benefit from which activity, when and in what group size, and what data and resources will be required to monitor the impact of each activity
- External providers (if using them): what internal resources and capacity are required to make the most of any external provision

Once our strategy is in place, we continue to ensure it is being delivered effectively. Key considerations for supporting delivery are:

- Monitoring to drive improvements: for monitoring to improve implementation and pupil outcomes, data and insights on progress need to be shared, understood, and used. Sufficient time and opportunities are created for staff to reflect on implementation data and feedback, and for implementation leaders to identify and tackle problems. Leaders and staff reflect jointly on how well the strategy is being delivered, and opportunities for improvements
- Supporting staff during initial attempts and implementation: a key role for leaders during the delivery of our pupil premium strategy is to support staff wellbeing, manage expectations, and encourage buy-in. There is evidence that staff wellbeing can be supported throughout implementation by engaging people in decisions, giving teachers time to collaborate and plan, focusing on realistic goals, providing extra time and support, and discussing wellbeing with staff
- Reinforcing the strategy: this includes ongoing professional development of staff delivering elements of our pupil premium strategy, reminders and communications to our staff about the importance of the strategy and how everyone can contribute to our aims

Fifth, evaluate and sustain our strategy. It is important to specify monitoring and evaluation measures when planning our strategy, rather than after it has launched. This helps ensure that our strategy begins with clear outcomes in mind and reduces bias when evaluating impact. When evaluating the impact of our approaches, we measure success based on outcomes for disadvantaged pupils such as attainment and attendance of disadvantaged pupils, implement a robust and transparent evaluation framework and report outcomes against this; consider the short-, medium- and long-term outcomes needed to achieve our strategy objectives; and ensure that evaluation is an ongoing process – strategies that have been effective in one year may not

continue to be effective the next. When evaluating impact, we do not use data that does not focus on pupil outcomes, base evaluation solely on the perceptions of those delivering the activity and use vague intended outcomes, which make an accurate assessment of improvements more difficult. The outcomes of our evaluation inform our decision on whether to sustain or stop each activity. Even where evaluation data suggests a strategy is successful, it is particularly important to continue monitoring implementation. Enthusiasm for approaches may reduce in subsequent years and additional professional development and resources are likely to be required for new and existing staff to maintain successful outcomes.

By intervening at the point need is identified, we aim for all to achieve well.

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 suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
2	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.

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 reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 show that more than 50% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more than 50% of disadvantaged pupils met the expected standard.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high quality curriculum materials or investment in the use of standardised assessments. - The EEF's Teaching and Learning Toolkit summarises the best available evidence on a variety of teaching and learning approaches, explaining their average impact, cost, and key considerations when putting them into practice. - The EEF's guidance reports offer evidence-informed recommendations on how schools can improve practice across a range of areas such as literacy,	1, 2

	maths, science, and teacher feedback. • Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF's Cognitive Science in the Classroom: A Review of the Evidence provides an accessible summary. • Evidence Based Education's Great Teaching Toolkit summarises high quality evidence on improving teacher effectiveness.	
Professional development to support the implementation of evidence-based approaches – for example, training provided by a DfE validated systematic synthetic phonics programme or mastery-based approaches to teaching or feedback	Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches. • The EEF's Teaching and Learning Toolkit summarises the evidence on potential approaches that schools might choose as a focus for professional development. • The EEF's Effective Professional Development guidance report can support you in selecting, designing, and delivering meaningful professional development opportunities. • The EEF's accompanying support tools drill further into the detail, exploring what a balanced approach to professional development could look like, and more.	1, 2
Mentoring and coaching for teachers	Mentoring and coaching can be an important source of support, particularly for early career teachers. Schools should carefully consider the core components that make these strategies effective when developing their approach.	1, 2

	• The EEF Effective Professional Development guidance report is accompanied by a poster, Effective Mechanisms of Professional Development, which outlines the mechanisms that make mentoring or coaching more likely to be effective. • The National Institute of Teaching's Mentoring and Coaching of Teachers research report gives an overview of the research underpinning mentoring and coaching.	
Recruitment and retention of teaching staff - for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)	Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning. • The EEF Effective Professional Development guidance report offers evidence-based recommendations. • The DfE's Reducing School Workload Collection offers support and practical resources for use in schools.	1, 2
Technology and other resources to support high quality teaching and learning – for example, software to support diagnostic assessment	To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged students, and use technology in a way that is informed by effective pedagogy. • The EEF Using Digital Technology to Improve Learning guidance report offers evidence-informed recommendations and practical examples around how to use technology to improve teaching and learning. • The EEF Remote Learning: Rapid Evidence Assessment gives an overview of the evidence underpinning strategies to support remote learning.	1, 2

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one, small group or peer academic tuition	Intensive support—either one to one or as part of a small group—can support pupil learning if provided in addition to, and explicitly linked with, normal lessons. Peer tutoring involves pupils working in pairs or small groups to provide each other with explicit teaching support. You should think carefully about how you implement tuition, including how you will assess learning gaps, select curriculum content, prepare staff to deliver sessions, and monitor their impact. • The EEF Teaching and Learning Toolkit has strands that summarise the evidence underpinning one to one tuition and small group tuition. • The EEF Making a Difference with Effective Tutoring guide provides advice on implementing tuition in schools.	1, 2
Targeted interventions to support language development, literacy and numeracy	Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum. • The EEF Selecting Interventions tool offers evidence-informed advice to help you select an appropriate programme. Evaluation reports from every EEF trial can be found on our projects page.	1, 2

	The EEF have dedicated web pages on effective approaches to supporting literacy and numeracy.	
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. - The EEF guidance report on Special Educational Needs in Mainstream Schools includes five evidence-based recommendations to support pupils with SEND. - The EEF 'Five-a-day' resource presents well-evidenced principles that can help to raise attainment for all pupils, including those with SEND.	1, 2
Teaching assistant deployment and interventions – for example, by supporting high quality provision within the classroom and delivering targeted interventions	Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher. - The EEF Making the Best Use of Teaching Assistants guidance report presents six recommendations, including adopting evidence-based interventions to support small group and one to one instruction. - The EEF Teaching and Learning Toolkit strand on teaching assistant interventions.	1, 2

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. • The EEF Improving Social and Emotional Learning in Primary Schools guidance report outlines five core competencies that can be taught explicitly to support pupil development. • The EEF Improving Behaviour in Schools guidance report presents six recommendations on how to develop and refine your school's approach to managing behaviour. • The EEF Teaching and Learning Toolkit strands on social and emotional learning and behaviour interventions present evidence and advice.	3
Supporting attendance, including approaches outlined in the DfE's Working Together to Improve School Attendance guidance	Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. • The EEF Working with Parents to Support Children's Learning guidance report includes advice around how to support attendance. • The EEF Rapid Evidence Review: Attendance Interventions examines the existing research on interventions that aim to improve attendance.	3
Extracurricular activities, including sports, outdoor activities, and arts and culture - for example,	Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how	3

music lessons and school trips	increased engagement will be translated into improved outcomes. The EEF Teaching and Learning Toolkit strands on arts participation and physical activity.	
Extended school time	Extended school time could mean extending core teaching through targeted after-school tuition, homework, or summer school programmes. Such programmes are more likely to impact learning if they are clearly structured, linked to the curriculum, and led by well-qualified and well-trained staff. Schools should consider the cost and implications on teacher time when considering extended school time approaches. The EEF Teaching and Learning Toolkit strands on extending school time, summer schools, and homework.	1, 2
Breakfast clubs and meal provision	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. The EEF independent evaluation of the Magic Breakfast programme.	3
Communicating with, and supporting, parents	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools. - The EEF Teaching and Learning Toolkit has a strand on parental engagement. - The EEF Working with Parents to Support Children's Learning guidance report offers practical	3

	approaches to communicating effectively with, and supporting, parents.	
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Total budgeted cost: £ 15000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Intended outcome – Improved reading attainment among disadvantaged pupils.

KS2 reading outcomes in 2025/6 show that 50% of disadvantaged pupils met the expected standard, 25% greater depth.

Intended outcome – Improved maths attainment for disadvantaged pupils at the end of KS2.

KS2 maths outcomes in 2025/6 show that 50% of disadvantaged pupils met the expected standard, 25% greater depth.

Intended outcome – To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

9/15 children participated in enrichment activities in 2025/6.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2027/8, as stated in the Intended Outcomes section above.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.