



Pupil premium strategy statement- Northwood 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	426
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Amy Young
Pupil premium lead	Melissa Hindmarsh
Governor / Trustee lead	Joanne Knox/ Kerry Ann Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£273 845
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£273 845

Part A: Pupil premium strategy plan

Statement of intent

At Northwood, the percentage of children who are in receipt of pupil premium or EYPP is 41% this is significantly higher than the national average of 25%.

At Northwood we aim to provide all children in our school with the opportunities to reach their full potential and have access to the experiences other children receive, irrespective of their background or need. For those pupils who receive Pupil Premium funding, we recognise that for many of them, early development milestones may not have been met; they enter school at a very low baseline, often unable to communicate, and wider experiences which many children may take for granted are unavailable to them for a range of reasons. Through the Pupil Premium funding, we aim to ensure that there is no discernible difference between pupils leaving Northwood who are vulnerable and those who are not. To do this, we focus on delivering high quality teaching for all children, providing rich cultural experiences, and targeted learning support with phonics, reading, writing and maths. In addition, our pupils need and deserve positive relationships and role-models with the adults they encounter at school.

The focus for our Pupil Premium Strategy is to ensure our children are in school, regularly and on time and are ready to learn. Through fostering the child as a whole, we ensure every child can achieve and flourish academically while experiencing a fulfilling childhood.

We ensure, through quality first teaching and targeted interventions, all pupils are given the best chance to be successful. Our intent is rooted in guidance and research, and we know that to achieve the outcomes our children deserve, high quality first teaching is at the heart of all we do.

Our overall objectives for our disadvantaged pupils are:

- A higher proportion of both EY and KS1 disadvantaged pupils achieve expected outcomes and reach their full potential.
- Key Stage 2 disadvantaged pupils reach their full potential in preparation for secondary school.
- Children with multiple vulnerabilities show improved rates of progress and have access to specialist support.
- Data analysis for all year groups, on a termly basis, identifies the progress of disadvantaged children so that early interventions are in place.
- To allow children a holistic well-rounded curriculum offer that provides them with opportunities to raise aspirations and develop self-assurance.

Challenges

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

Challenge number	Detail of challenge
1	We have high levels of deprivation. 41% of pupils are in receipt of PP funding.
2	<p>Disadvantaged boys leave Early Years without a good level of development.</p> <p>GLD at Northwood was 53% compared to the national other which was 72%. This means that there is a 19% attainment gap overall.</p> <p>The number of pupil premium boys achieving GLD was 33.3% compared to 65% national other meaning there is 31.7% attainment gap for disadvantaged boys.</p>
3	<p>Standardised assessments reveal pupils require extra support with reading and phonics in Key Stage One</p> <p>The gap between our PP children and those nationally is too wide. Children are performing below national averages.</p> <p>We understand that reading is a key to academic success and this gap is leading to the gap widening at KS2</p>
4	<p>Standardised and internal data shows that pupils leave Key Stage 2 without being ready for their secondary stage of education.</p> <p>The combined data for RWM was 43% for pupil premium children compared to 69% of national other children. This means there is a 27% attainment gap at the end of KS2</p> <p>In reading, 48% of pupil premium children achieved the expected standard compared to 80% national, which is a 32% attainment gap.</p> <p>In writing, 62% of pupil premium children achieved the expected standard compared to 83% national, which is a 21% attainment gap.</p> <p>In maths, 57% of pupil premium children achieved the expected standard compared to 81% national, which is a 24% attainment gap.</p>
5	<p>Disadvantaged children with SEND are struggling to develop strategies to support their social, emotional, and mental help needs.</p> <p>Pastoral support in school and that of our counselling service is stretched to the high levels of demand.</p>
6	<p>The attendance of our disadvantaged pupils is lower than attendance nationally</p> <p>Attendance: School 91.7%. National Average 94.8%</p> <p>Persistent Absentees PP: School 24.5 % National Average 13.5%</p>
7	<p>Our disadvantaged pupils have high levels of mobility.</p> <p>Interventions and catch up & keep up sessions can have limited impact due to mobility. Time is needed to ascertain a child's starting points before intervention sessions can take place, and gaps can be filled. Areas of the</p>

	curriculum may not have been taught due to different curriculum organisation in other settings. Mobility in 2024-25 was 22% which significantly above the National Average
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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. To improve the GLD outcomes for pupil premium children with a particular focus on narrowing the attainment gap for pupil premium boys.	The data for pupil premium boys will increase so that it is in line with national average.
2. To improve the reading curriculum offer, including the teaching of systematic phonics, across the whole school in order to close the attainment gap for reading in all year groups.	At the end of Year 1, vulnerable children will have an increased success rate at the phonics screening check which is closing the gap with national average. It is our aim that 75% of PP children will achieve the expected standard.
3. To improve the outcomes for children in reading, writing and maths at the end of key stage 2.	The attainment gap for vulnerable children at the end of Key Stage 2 will close by 15%, bringing it closer to the national average.
4. To provide disadvantaged children with emotional support through intervention in order to improve their overall engagement/ attendance within school.	Targeted vulnerable PA children will access mental health and emotional support, with at least 80% of these attending school regularly with at least 90% attendance.
5. To improve the pastoral support for disadvantaged children and their families to enable full engagement in school life, lead to increased attendance.	Attendance of vulnerable children is in line with the national pupil premium attendance figures. The number of persistent absentees, who are also pupil premium children, reduces by 10%

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: £ 90 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional growth for staff (CPD) will include adaptative teaching strategies.	EEF – https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching EEF – effective professional development National College Managing pupil mobility	1, 2, 3, 7
Senior leadership team deliver reading group sessions each day for the children in KS1	EEF – Small Group tuition EEF – Improving outcomes in literacy in KS1	2, 6
Senior leaders and subject leads refine and develop the reading and writing curriculum across the school with support from the Trust	EEF – developing high quality teaching and assessment https://teacheducator.com/eef-assessment-and-feedback/#google_vignette	1, 2, 3
CPD for staff will include whole school writing, reading and handwriting.	EEF – effective professional development	1, 2, 3
CPD for teaching assistants in KS2 will include Fluency Blast programme	EEF – effective professional development	3
CPD for KS1 will include early reading	EEF – Improving outcomes in literacy in KS1	1,2,3,6,7
Additional teaching staff to work in Year	EEF – developing high quality teaching and assessment	3

6 for all core content, increasing capacity from two to three teachers to deliver high quality teaching		
Robust implementation of the Little Wandle programme and consistent monitoring by the Early Reading lead and SLT.	EEF – Improving outcomes in literacy in KS1	1, 2, 3
Children who have been identified as requiring further phonics support to be given a pre teaching session of phonics each day to help them keep up in lessons.	EEF – Improving outcomes in literacy in KS1	1, 2, 3
Senior leadership team to have a robust monitoring and feedback system in place to ensure high quality teaching and assessment is delivered across all year groups.	EEF – developing high quality teaching and assessment	1, 2, 3, 6,7
Senior leadership working closely with teachers in the	EEF – mentoring and coaching of Teachers	1, 2, 3, 4

classroom to provide coaching and mentoring to colleagues.		
Ensure that the EY curriculum is sequential and progressive starting with the 2 year old provision	EEF – Preparing for Literacy EEF – Improving Maths in the Early years and Key Stage 1	1
EY lead to develop a language rich culture and embed this across the EY provision using the ShREC approach.	EEF – Developing vocabulary in early years education EEF – Improving early education through high quality interactions.	1, 7

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

Budgeted cost: £130 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Member of the senior leadership team provides additional high-quality intervention in Year 6	EEF – Effective Professional Development EEF – Small Group tuition	3, 7
Implement a robust speaking and listening intervention in the Early Years such as Neli, BLAST and Early Talk Boost.	EEF – Supporting Communication and Language in the Early Years	1, 2
All teaching staff must deliver high quality phonics intervention	EEF – Improving outcomes in literacy in KS1	1, 2

using the Little Wandle programme		
Teaching assistants to deliver pre and post teaching of phonics.	EEF – One to one and small group tuition EEF – Improving outcomes in literacy in KS1	1,2
Teaching assistants facilitate high quality and targeted interventions as well as supporting teaching and learning within the classroom.	EEF – One to one and small group tuition	1, 2, 3
Teachers and teaching Assistants provide one to one daily reading support.	EEF – One to one and small group tuition	1, 2, 3, 6
Additional staff to facilitate reading group practice across the school.	EEF – One to one and small group tuition EEF – Improving outcomes in literacy in KS1	1, 2, 3
<i>Teaching assistant to deliver ELSA intervention to a range of children throughout the year.</i>	EEF – Supporting pupil's social, emotional and behavioural needs.	4, 6, 7

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

Budgeted cost: £ 50 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Psychologist to observe and work with	EEF – Targeted interventions and resources to meet the needs of disadvantaged pupils with SEND.	1, 2, 3, 4

a range of children including those who are vulnerable and have SEND.		
Parent support worker to promoted improved family engagement and attendance support.	EEF – working with parents to support children's learning EEF – communicating with and supporting parents	1,2,3,4,5, 6, 7
CATS therapist to support children with SEMH needs.	EEF – Supporting pupil's social, emotional and behavioural needs.	4, 6
Senior leadership support the PSA to ensure that pupils receive the right support from school and external agencies.	EEF – Supporting pupil's social, emotional and behavioural needs.	4, 5, 6
After school clubs run by Teachers are free and help promote attendance – including a residential which is heavily subsidised	EEF – Extra-curricular activities	5

Total budgeted cost: £ 270 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Review
<p>Ensure teachers have a full understanding of curriculum progress.</p>	<ul style="list-style-type: none"> Teachers understand what the children have learned prior in order to deepen their knowledge as the subject progresses and are able to deploy adaptive teaching in order to scaffold, support or ensure challenge is present in the curriculum offer. 	<ul style="list-style-type: none"> The senior leaders at Northwood have dedicated staff meetings and PD days towards the professional development of all teaching staff. The Lingfield Trust have supported the school helping to coach and train teaching staff on how best to teach reading, writing in maths so they understand curriculum progress. The SENCO has spent time working with individual teaching staff to support with adaptive teaching methods to ensure better outcomes for our PP children.
<p>Continue to improve quality first teaching.</p>	<ul style="list-style-type: none"> Teaching over time, including adaptive teaching, demonstrates children's progress improves as a result. 	<ul style="list-style-type: none"> Northwood have used resources from the Trust to develop expertise in the teaching of maths, writing and reading. Senior leaders and subject leads have worked alongside Peter Foulds, Victoria Pattern and Rebecca Lennon from Lingfield Trust to develop a robust curriculum offer which will provide better outcomes for all our children, particularly those who are Pupil Premium.

		<ul style="list-style-type: none"> Time has been spent this year on developing curriculum and coaching teacher's on how to deliver this new way of working so therefore the children's progress is yet to be monitored. This will be a key focus in 2025-26.
Disadvantaged pupils attend school regularly and punctually.	<ul style="list-style-type: none"> The number of persistently absent PP children decreases, in line with national average. 	<ul style="list-style-type: none"> There were 48 PP children who were identified as persistent absentees throughout the year. The parent support advisor worked very closely with these families to offer support and improve attendance. Senior leaders worked closely with staff to ensure they were supporting children and families identified as persistent absentees. A persistent absentee champion was also identified in the school and they supported staff in encouraging reengagement with identified children and families. At the end of the percentage of pupil premium children who were deemed as persistent absentees was 24.5% this is 1.4% below the national average of 25.9%
Enable all children to have access to enrichment opportunities in and	<ul style="list-style-type: none"> All children will have access to enrichment opportunities in and beyond school which generate high aspirations from an early age. Registers show what they 	<ul style="list-style-type: none"> Throughout the year class teachers have prioritised running a wealth of extra curricular clubs.

<p>beyond school which generate high aspirations from an early age.</p>	<p>are there for (talent, interest or invite.)</p> <ul style="list-style-type: none"> • Attendance at clubs will be tracked and PPG children will attend. 	<ul style="list-style-type: none"> • Children who are PP are identified and invited to attend clubs to help generate high aspirations. • Clubs include, cooking, clay sculpting, stay and play, gymnastics, singing and art.
<p>To narrow the attainment gap from Early Years in order to ensure an equity in outcomes.</p>	<ul style="list-style-type: none"> • Evidence will show the narrowing of gap between disadvantaged pupils and their non-disadvantaged peers across all subjects. 	<ul style="list-style-type: none"> • The end of year attainment at key points in the year shows that our PP children are still at a disadvantage compared to their Non PP peers. • The end of year GLD date shows a 2% increase from 59% last year to 61%. • 53% of Pupil Premium children achieved GLD compared to 66% of their non PP peers. • The SATs data shows that PP children achieved lower in RWM combined (42.9%) compared to their non PP peers (53.3%) • In the MTC check PP children had an average score of 23.3 which was the same as their non PP peers, however only 36.7% of PP children reached full marks which is lower than the non PP children. • In phonics 57% off PP children passed the PSC

		this is lower than the 70% national PP data.
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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
School Counselling	CATS

Service pupil premium funding (optional)

<i>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</i>
<p>There were 4 service children at Northwood last academic year (2 in the Early Years, 1 in KS1 and 1 in KS2). The children who are in receipt of this funding have a stable home life and are not impacted by school moves and transitions due to family being in the service. For both families, only one of their parents is in the services and therefore they can remain in school during this time with very little disruption.</p> <p>Our Service pupil premium was spent to improve the following;</p> <ul style="list-style-type: none"> • SEND support • Gaps in learning due to missing school for an authorised holiday (service exception) • Providing emotional support when parents are deployed
The impact of that spending on service pupil premium eligible pupils
<p>The funding allowed us to implement additional SEND support for the children to ensure they made progress with their reading, writing and maths. This meant that the service child in KS2 was able to make small steps of progress on his PIVATS assessments in line with the other children accessing similar support. The SENCO dedicated time to</p>

supporting this child and successfully applied for an EHCP to ensure his needs are met as he moves through his education.

Two of the children have had a term time holiday due to parents deployment commitments. In order to support their education both children received interventions upon their return for reading, writing and maths to catch up on missed learning.

All four children had access to emotional support within their classrooms, which was provided by teachers and teaching assistants. This included regular check ins, emotion coaching and escalation to interventions such as ELSA if required (no service children required this level of support last year).