

Pupil premium strategy statement – Northfield Manor

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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.

School overview

Detail	Data
School name	Northfield Manor Primary Academy
Number of pupils in school	392
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Tom Hull (headteacher)
Pupil premium lead	Tom Hull
Governor / Trustee lead	Emma Tunley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£243,440

Recovery premium funding allocation this academic year	None
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	£243,440

Part A: Pupil premium strategy plan

Statement of intent

Why

43% of the children in our school are from disadvantaged backgrounds and as a result of the 'cost of living crisis' that number is likely to rise. The majority of our intake is from Weoley Castle, which is classified as a 'Left Behind' area by the Ministries of Housing, Communities and Local Government. This means that families from this ward have lower levels of access to transport links, community infrastructure and a weak local jobs market, which all impact on children's life chances.

Common barriers for our children upon entry to our school include significantly low levels of speech and language, lack of experiences outside of their local area and issues with executive function, particularly self-regulation. However, we recognise that barriers are varied and there is no 'one size fits all' mould; every child is different and will experience disadvantage in different ways. Equally, not all pupil premium children are disadvantaged.

It is important to us that all of our children have an education that develops them academically, personally and emotionally. We believe all children should be able to aspire to the highest levels and to have genuine choice and opportunity throughout their lives. For some children from affluent backgrounds this is a given; however, the national picture shows that this is not the case for many children from disadvantaged backgrounds. Our strategy is about levelling the playing field and ensuring that all of our children, especially our pupil premium children, are able to thrive and flourish.

How

We know that if we provide every child with exactly the same diet, then it will not go far enough towards reducing the attainment gap and, more importantly, ensuring that children from disadvantaged backgrounds are attaining at least the same as those classified as 'national other'. Therefore, our strategy is simple:

Provide equitable learning opportunities for pupil premium children to achieve their best.

This will include:

- Identification and focus for academic support and challenge
- Identification and focus for enrichment such as trips, clubs and leadership opportunities
- Identification and focus for pastoral support
- Sequential oracy education and development opportunities
- Refining practice and approaches to 'poverty proof' the school day

We are unwavering in our determination that every child should succeed. Our expectations are always high because we respect and value our children enough to believe that they should produce their best at all times. Our staff receive high-quality professional development and we recruit carefully. As a result of this, our pupil

premium children make excellent progress and attain well. They are also respectful, polite, have healthy relationships and show excellent self-regulation.

We provide high-quality, purposeful enrichment through free clubs, competitions and partnerships. Every class goes on a trip every term to make their learning more concrete and to provide cultural capital for all. Disadvantaged children are at least proportionately represented in leadership positions, clubs and competitions. The aim is to ensure that all children are given the opportunity to enrich their learning and their character.

We are compassionate, caring and unrelenting in our drive to ensure the best possible pastoral provision for our children. Partnerships with professional agencies, a learning mentor and a dedicated safeguarding officer ensure that our families receive the right help at the right time. We tailor our pastoral programme based on knowledge gained from all stakeholders and evaluate the impact so that we are always spending time on what matters most. Our staff care deeply about every child.

Our strategy

In removing barriers to learning, we ensure that all of our pupil premium children succeed through academic rigour, a comprehensive pastoral programme and enriching experiences; low attaining children are able to catch-up and higher attaining children are stretched and challenged.

This strategy document draws from EEF-backed evidence to ensure we invest money carefully and wisely. By improving teaching and pupil premium children's attendance, providing pastoral support and by precisely targeting gaps through catch-up groups and tutoring, we can ensure that our pupil premium children continue to thrive and flourish.

Our mission

We want to provide an inclusive and equitable learning experience rooted in challenge and support. We want to remove the barriers that disadvantaged pupils experience to ensure that they achieve their best, giving them the skills and knowledge - both academically and from a personal, social and emotional perspective - to develop high aspirations for themselves and have a genuine choice in where their life takes them.

Challenges

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

These are not necessarily applicable to all disadvantaged pupils.

Challenge number	Detail of challenge
1	Many disadvantaged children enter the school with low levels of prior attainment, particularly in language and communication
2	Parental engagement is variable which leads to some 'hard to reach' families with regards to reading at home and attendance
3	Some children experience social emotional challenges that adversely affect their behaviour for learning
4	As a group, disadvantaged pupils are more likely to be persistently absent and therefore miss learning opportunities

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.

We know that the continuing cost of living crisis continues to affect many of our families and has a more significant impact on those from disadvantaged backgrounds.

Therefore, our priority is to ensure that pupils from these backgrounds make rapid and sustained progress so that their attainment outcomes by the end of KS2 are at least in-line with national 'other'.

Intended outcome	Success criteria
Improve attendance of disadvantaged pupils	<ul style="list-style-type: none"> Persistent absentees are below national (less than 21.2%) Attendance is above national average (above 95%)

Raise attainment in reading at KS2	<ul style="list-style-type: none"> Attainment in reading is at least in line with national average for disadvantaged pupils 65% - 2024
Raise attainment in writing at KS2	Attainment in writing is at least in-line with national average for disadvantaged pupils 58% - 2024
Raise attainment in mathematics at KS1 and KS2	Attainment in maths is at least in-line with national average for 'other' - (non-disadvantaged pupils) 66% - 2024
Raise attainment in phonics at the end of year one	Attainment in phonics is at least in line with national average for disadvantaged pupils 68% - 2024

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: £83,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of teaching and learning through training and development opportunities for staff regarding 'Oracy' and developing dialogic approaches.	<p>EEF feedback toolkit and guidance report. Up to +6 months additional progress EEF Evidence Summary https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://oracyeducationcommission.co.uk/wp-content/uploads/2024/10/Future-of-Oracy-v23-web-13.pdf</p>	1 2 3 4

Develop leaders at all levels so that they can drive standards (including release time)	Reports on evidence reviews can be found here: Education Development Trust: Successful School Leadership and here: Wallace Foundation: How Leadership Influences Student Learning	1 2 3 4
Invest in early career/ Initial Teacher Training teachers so that they are well trained, stay in the profession and provide a high quality teaching provision (including additional release time, mentor support and training)	https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/#:~:text=Evidence%20suggests%20that%20quality%20CPD,or%20lengthening%20the%20school%20day. https://educationhub.blog.gov.uk/2022/09/29/how-were-making-teacher-training-better-and-more-accessible/ Early Career Framework Early Career Framework (independently reviewed by EEF – pg 4; references page 26)	1 2 3 4
Continue to develop teaching and learning through instructional coaching	https://steplab.co/resources/beginners-guide-to-instructional-coaching/66d9d0ea0982810001156c8f	1 3 4
Develop approach to low stakes quizzes and retrieval practice	https://evidencebased.education/retrieval-practice-a-reason-to-assess-more/ https://www.innerdrive.co.uk/blog/retrieval-practice-benefits/ https://cir1.etoncollege.com/tom-sherringtons-division-of-rosenshines-principles-of-instruction-into-strands/	1 2 3 4

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

Budgeted cost: £92,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement structured 'catch-up' plan (including release costs, HLTA Costs, resources & programmes and external support)	EEF Toolkit: <ul style="list-style-type: none"> • Oral language interventions +6 months (Including Welcomm and S&L therapy) • Phonics +4 months • Early Years interventions +5 months • Small group tuition +4 months EEF Toolkit	1 3 4

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

Budgeted cost: £67,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance tracking and monitoring process/ family support to improve attendance of disadvantaged pupils to above national average (95.9%) so that children do not miss out on learning	DfE report on the impact of attendance on attainment, 2016 DfE Report	1 2 3 4
Provide appropriate social-emotional support and interventions so that children are ready for learning Pastoral team/ early help support	EEF guidance report on social emotional learning: Toolkit shows up to +4 months progress EEF Report on Improving Social Emotional Learning https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges	1 2 3 4

Total budgeted cost: £ £243,440

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Aim	Outcome
Improve attainment in all subjects at KS2	<p><u>2023-24</u></p> <p>PP Maths attainment (EXS+) – 78% (compared to 65% Local Authority)</p> <p>PP Writing attainment (EXS+) – 65% (compared to 64% Local Authority)</p> <p>PP Reading attainment (EXS+) – 87% (compared to 65% Local Authority)</p> <p>PP EXS combined: 61% (compared to 52% Local Authority)</p> <p>GDS combined: 4%</p>
Achieve in-line with national other in phonics attainment	PP Phonics Attainment (WA) – 75%
Raise attendance to 95%	95.9%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Welcomm	Welcomm Communications
PIRA and NCR tests	Rising Stars
Little Wandle phonics	Little Wandle

Oracy	Voice 21
Reading	FFT Lightning Squad Reading
Counselling	Steve Brown

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pupil profiling and support identification Pastoral monitoring and interventions
What was the impact of that spending on service pupil premium eligible pupils?	Eligible pupils are able to regulate and access their learning School have developed good relationships with parents to address any emerging needs and support