

Pupil Premium Strategy Statement

Northway Community Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
School name	Northway Community Primary School
Number of pupils in school	316
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 to 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Kate McKenzie
Pupil premium lead	Kate McKenzie
Governor lead	Sarah Baldwin

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,430
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5.48
Total budget for this academic year	£62435.48

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Northway Community Primary School, we are committed to helping every pupil reach their full potential. Our goal is to nurture independent learners who develop a lifelong love of learning and consistently strive to achieve their best, regardless of their background or starting point. Our school values underpin everything we do, shaping both our curriculum and daily life. We aim to equip pupils with strong core principles—such as resilience and perseverance—so they can confidently face challenges and overcome obstacles.

Our staff and governors share a firm commitment to raising attainment and progress for all pupils. We believe this can only happen when children feel emotionally and socially secure, so pupil well-being and creating a caring, supportive environment are at the heart of Northway.

We take a holistic approach to reducing disadvantage by focusing on:

- Pastoral and emotional support
- Building positive relationships
- Delivering high-quality teaching
- Broadening pupils' life experiences
- Raising aspirations

High-quality teaching is the most powerful tool we have for improving outcomes for every child. At Northway, we prioritise equality of provision, ensuring disadvantaged pupils receive both whole-school support and targeted interventions. Our entire school community recognises the challenges some pupils face and works together to overcome them. We strive to provide an environment which supports the most vulnerable pupils; enabling them to access their learning.

Strategic planning at Northway is driven by a deep understanding of our pupils and their needs. Decisions are proactive and evidence-based, informed by robust assessment and research. This approach ensures that support and school improvement are purposeful and effective.

Challenges

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

Challenge number	Detail of Challenge
1	Baseline assessment information, observations and feedback from staff indicate that a greater number of disadvantaged pupils have delayed communication and language skills which is a significant barrier to their social and emotional development and to their learning.
2	Pupils' emotional and social vulnerabilities impact on their readiness to learn and therefore to achieve age related expectations. For some disadvantaged pupils, the lack enrichment opportunities impact on the pupils' aspirations.

3	Assessments, observations and discussions with pupils and staff indicate that a greater number of disadvantaged pupils are not achieving the expected standard in reading and writing, compared to Maths.
4	<p>The attendance of pupils in receipt of pupil premium is below that of non-disadvantaged pupils and a greater proportion are classed as persistent absentees.</p> <p>Attendance data for 2024-25 indicates that attendance for disadvantaged pupils was around 4% lower than for all pupils.</p>

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
To ensure disadvantaged pupils achieve significant improvement in communication and language, supporting their social, emotional, and academic development.	<p>Disadvantaged pupils show measurable progress in communication and language assessments compared to their starting points.</p> <p>Disadvantaged pupils demonstrate increased confidence in speaking, listening, and responding during lessons and across the school day in general.</p>
To enrich pupils' life experiences and address their social and emotional vulnerabilities to enable them to access their learning potential.	Pupils will be supported based on their needs. Interventions will be in place to address social and emotional needs. Pupils' lives will be enhanced through cultural capital with planned enrichment opportunities to support pupils' educational, emotional and social development.
To raise the attainment in reading of disadvantaged pupils, through ensuring high quality teaching is in place for reading and resources are matched to the needs of learners.	<p>Achieve phonics scores in line with the national average, including for those disadvantaged pupils.</p> <p>Reading progress score for disadvantaged pupils will be in line with or above the national average.</p> <p>Disadvantaged pupils will achieve outcomes in line with their peers and make good progress.</p>
To raise the attainment in writing of disadvantaged pupils, through ensuring high quality teaching is in place for writing and targeted support addresses gaps in learning.	<p>Writing progress score for disadvantaged pupils will be in line with or above the national average.</p> <p>Disadvantaged pupils will achieve outcomes in line with their peers and make good progress.</p>
To improve the attendance rates of disadvantaged pupils and those classed as persistent absentees.	<p>Attendance target for disadvantaged pupils to be above 96%.</p> <p>Close the gap between the attendance of pupils in receipt of pupil premium and the whole school percentage- no more than 2% gap.</p> <p>Persistent absenteeism for disadvantaged pupils to be at least line with national average if not better.</p>

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: £4805

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participate in three year programme with Voice 21 to embed oracy and improve disadvantaged pupils' communication skills.	<p>"The Voice 21 Membership supports schools to develop a high-quality, whole-school approach to oracy education, helping every student to develop the speaking and listening skills they need to succeed in learning and in life."</p> <p>Voice 21 Research - Resources</p>	1, 2 and 3
Ensure consistency in phonics teaching and provide additional intervention sessions to support identified disadvantaged who require further phonics support.	<p>A systematic phonics approach supports pupils to learn to read. All staff must be trained in the scheme to ensure it is taught consistently and effectively. Accurate assessments of pupils' phonic understanding ensure targeted interventions can be delivered to address gaps in learning.</p> <p>Improving Literacy in Key Stage 1 EEF</p>	1 and 3
Continue to embed the RRP ethos and culture and deliver high-quality training to focus on consistent application of restorative practices, building staff confidence and competence.	<p>"Research emphasises that high-quality training and coaching models are critical for sustaining RP culture, improving relationships, and reducing behavioural incidents."</p> <p>Embedding Restorative Practice in Schools</p>	2
Commitment to the continued professional development of teaching assistants.	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes.</p> <p>Deployment of Teaching Assistants EEF</p>	1, 2 and 3
Undertake Trauma Informed and Attachment training for all staff.	<p>Research indicates that trauma-informed and attachment-aware training is essential for schools to support children's emotional well-being and improve educational outcomes.</p> <p>Research & Reports ARC</p>	2

Provide pupils with effective feedback to improve their learning and outcomes for all.	Feedback needs to be clear, matched to a child's needs and focused in order to move learning forwards. Teacher Feedback to Improve Pupil Learning EEF	1 and 3
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Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £34,675.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small targeted groups to provide intensive support for pupils with gaps in knowledge or at risk of falling behind/not making progress.	Small group tuition has an impact of an additional four months's progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Small group tuition EEF	1, 2 and 3
Pre- and post teaching interventions to support pupils consolidate learning.	Additional intervention, where appropriate, should be supplementary to high quality teaching. It should be structured, evidence informed and time limited. 'Maximising the Impact of the Pupil Premium: A Guide for East Sussex Primary Schools' Ensure baseline assessments clearly identify the gaps in learning and targeted teaching addresses these. Improving Literacy in Key Stage 2 EEF	1, 2 and 3
Targeted deployment of teaching assistants to support key children and year groups. Teaching assistants deliver carefully planned and specific learning interventions based on pupils' needs in all classes.	The average impact of the deployment of teaching assistants is around three to four months' progress over the course of the year. A strategic plan to the deployment of teaching assistants is crucial to maximise the impact of this support. Deployment of Teaching Assistants EEF	1, 2 and 3
Use targeted, multi-sensory strategies that strengthen memory and engagement to support reading progress for pupils experiencing reading failure as they transition into and through Key Stage 2.	It is vital pupils access reading material, support resources and intervention that is mapped to meet their needs and targeted at the gaps in their learning. Improving Literacy in Key Stage 2 EEF	3

Implement new online learning platform to support pupils' learning both in school and at home through personalised support materials and activities.	<p>"Digital learning solutions that are designed to improve teacher instruction tend to be the most effective in improving learning outcomes,12 especially when they are designed to supplement – and not to replace - best practices for teaching."</p> <p>Effectiveness of digital learning solutions to improve educational outcomes - A review of the evidence.pdf</p>	3
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Wider Strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £22,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapy- identify key pupils for emotional well-being and nurture support	<p>'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</p> <p>Social and emotional learning EEF</p>	2 and 4
SLT and mental health leads to lead a whole school approach to support pupil and staff well-being.	<p>'There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.'</p> <p>Improving social and emotional learning in primary schools: guidance report European School Education Platform</p> <p>Staff well-being is prioritised as disadvantaged pupils are disproportionately impacted by high staff absence/turnover.</p> <p>'Tackling Educational Disadvantage: A Toolkit for Essex Schools'</p>	2 and 4
High quality social and emotional learning embedded in ethos, the curriculum and explicitly taught in PSHE lessons. Teaching assistants deliver carefully planned and specific social and emotional interventions based on pupils' needs. ELSA working across KS2 to provide targeted support for individuals and groups of pupils.	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	2 and 4

<p>Cultural capital is explicitly planned to enrich pupils' learning experiences and lives. Disadvantaged pupils are targeted to access extra-curricular activities.</p> <p>Forest School timetabled for KS2 classes and a specific group to support vulnerable pupils.</p> <p>Costs covered for trips and visitors for disadvantaged pupils.</p> <p>After School Club support provided where appropriate.</p> <p>Pupils are given roles and responsibilities to feel valued in the whole school community.</p>	<p>The learning and teaching environments respond and meet the needs of disadvantaged children, eg building cultural capital.</p> <p>Disadvantaged pupils are given responsibilities and play a prominent role in wider school life.</p> <p>'Tackling Educational Disadvantage: A Toolkit for Essex Schools'</p>	2 and 4
<p>Clear attendance policy in place which is consistently applied.</p> <p>Rewards for high attendance.</p> <p>Attendance monitoring and meetings when required.</p> <p>Increased family communication for those pupils identified with attendance concerns.</p> <p>Weekly and termly analysis of attendance data to track trends.</p>	DfE's Improving School Attendance guidance.	4

Total budgeted cost: £4805
£34675.48
£22955
= £62435.48

Part B: Review of Outcomes in the Previous Academic Year

Outcomes for Disadvantaged Pupils

Pupils make good progress at Northway. Their progress and attainment is tracked internally and there are additional monitoring systems in place for pupil premium pupils. In 2025, seven Y6 pupils were pupil premium. Four of the pupils achieved age related expectations in Reading, Writing and Maths. An additional child achieved expected in Maths alone. Internally, across the school, the attainment of disadvantaged pupils in 2024-25 was good in certain year groups and in others was less than those not disadvantaged. The analysis identified no common issue and in certain year groups the numbers of pupils on PP are low so therefore difficult to compare to non-PP. More disadvantaged pupils did not achieve expected in Writing compared to Reading and Maths.

Attendance for disadvantaged pupils continues to be a challenge for certain families. Intervention and support continues to be targeted to improve the attendance rates and remains a priority. Overall absence among disadvantaged pupils was 4% higher than their peers in 2024-25. Persistent absence was 7% for the whole school for 2024-25, which was an improvement on the previous academic year when it was 10%. Of the pupils who were persistently absent in 2024-25, 54% were PP. Persistent absence has improved significantly over the past number of years as in 2021-22, it was in the highest 20% of all schools. Last year, we were above the national average and Sefton average for attendance and persistent absence which shows a significant improvement. However, more pupils who are PA are disadvantaged compared to non-disadvantaged. We want to continue to narrow the gap for disadvantaged pupils and this is why attendance remains a high priority for this academic year.

At Northway, pupils' well-being is central to everything we do. For children to be ready to learn, they must feel safe, secure, and emotionally supported. Social and emotional barriers remain a significant challenge for many pupils. Over the past year, we have provided pastoral, emotional, and financial support, alongside referrals to external agencies. This approach has strengthened family engagement and positively impacted pupil outcomes, particularly attendance and welfare. The implementation of Restorative Relational Practice has created a culture in which relationships are at the heart of all we do. This enables pupils to feel safe and secure which is critical in order for them to make progress in both their social and emotional development and their learning. Moving forwards, we will continue to prioritise relationships, mental health and well-being as core elements of our strategic plans and school improvement work.

Cultural capital is a key focus at Northway, ensuring pupils access a wide range of enriching experiences. Last year, this included educational visits, a residential trip and opportunities to engage with visiting speakers and workshops to deepen learning and broaden horizons. Extra-curricular clubs were offered throughout 2024-25, providing disadvantaged pupils with greater access to enrichment activities. This remains a priority for the current academic year to continue to provide pupils with experiences that add value to both their learning and social and cultural development.

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	Providers
Accelerated Reader	Renaissance Learning
Phonics Bug Club	Active Learn
Voice 21 Oracy programme	Voice 21
1Decision PSHE programme	1Decision Ltd