Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

	Data
School name	Navigation Primary
Number of pupils in school	443 (46PP + 0 EYFS PP)
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-2027, but part of a 3-year plan amended annually
Date this statement was published	23/11/26
Date on which it will be reviewed	23/11/27
Statement authorised by	Governing Body
Pupil premium lead	Mr Bonsall
Governor / Trustee lead	Mr Dooley

Funding overview

Detail	**Amount**
Pupil premium funding allocation this academic year	£64,010
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	£64,010

Part A: Pupil premium strategy plan

Statement of intent

Navigation Primary School is a popular, exciting and inclusive school dedicated to a broad curriculum and to achieving high standards with every pupil. The children are at the forefront of everything planned in school as we look to support their development socially, emotionally and morally as well as academically.

The primary goal and focus of our strategy is academic success:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils
- To support the well-being and mental health of all our pupils

During Covid and in the aftermath, we made special provision for vulnerable and disadvantaged children, allocating an in-school place for them. For those who had to remain at home, we provided electronic devices to allow them access to online learning. Despite this provision, many children still had a very disrupted education (or more limited pre-school foundational experiences) and we are determined that this should not hinder their long-term prospects. Nationally, pupil premium children achieve less well relative to their peers and we have a number of strategies in place in school in order to address this disparity.

We are committed to evidence-informed practice and base all decisions relating to pupil premium upon robust evidence and professional expertise. We utilise EEF's recommended tiered planning model to target recovery provision in the following areas:

- Quality first teaching – enhancing the quality of teaching through: high impact staff professional development; curriculum prioritisation and embedding whole class, well-evidenced high impact teaching approaches.
- Targeted academic support – accurately targeted use of well-evidenced high impact interventions, based on high quality assessments, to support pupils in 'catching up'. Interventions will be explicitly linked to classroom learning and will use systems for effective feedback to ensure a coherent learning experience.
- Wider support – these strategies will focus upon: mental health and emotional well-being; developing cultural capital; attendance and punctuality.

Our first principles for education dictate that every child should receive quality-first teaching in their class. To that end, there is a rich professional development offer in school to aid staff in delivering this, a supportive staff culture and strong accountability measures – all of which help ensure children receive a great education.

We also acknowledge that many children require additional support. All pupil premium children receive additional support in school; however, not all children are the same and we therefore tailor our interventions to meet the needs of the children. Our provision and intervention maps track the extra support each pupil premium child receives and this is regularly reviewed. Many of these interventions are possible due to the presence of teaching assistants who deliver them and many are funded via the Pupil Premium Grant.

Finally, we provide support to access extra-curricular and wider opportunities, including those focused on mental and emotional health and those which help the children develop greater cultural capital.

We are assiduous in gathering data and monitoring the gap between pupil premium children and their peers, thereby allowing us to review our approaches and provide extra support in a timely manner.

Our pupil premium strategy aligns with our whole school development plan and sports premium strategy they have been designed to complement one another and work together in a cohesive and meaningful manner.

Challenges

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

Challenge number	Detail of challenge
1	Reading – to bring them closer to achieving in line with their peers
2	Writing – to bring them closer to achieving in line with their peers
3	Maths– to bring them closer to achieving in line with their peers
4	Emotional health and wellbeing
5	Developing cultural capital
6	Attendance

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 improve reading outcomes	Our internal data tracking will show that pupils have made improvements in their progress and attainment. This will also be evident when triangulated with other sources of evidence including: engagement in lessons shown by learning walks and observations, book scrutiny and ongoing formative assessment.
To improve writing outcomes	Our internal data tracking will show that pupils have made improvements in their progress and attainment. This will also be evident when triangulated with other sources of evidence including: engagement in lessons shown by learning walks and observations, book scrutiny and ongoing formative assessment.
To improve maths outcomes	Our internal data tracking will show that pupils have made improvements in their progress and attainment. This will also be evident when triangulated with other sources of evidence including: engagement in lessons shown by learning walks and observations, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by qualitative data from student voice and teacher observations and feedback from staff delivering wellbeing and SEMH support.
To provide a greater number of quality opportunities for disadvantaged children to have developed more cultural capital	Parents will have had access to financial support which enables children to gain access to wider experiences. For some children these will also be provided in school.
To have improved attendance, particularly for our disadvantaged pupils	Attendance figures will have made some improvement.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD courses - £5000	EEF states that, 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for pupil premium spending.'	1, 2, 3, 4, 5, 6

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

Budgeted cost: £ 42,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support *£ 28,229*	Metacognition and self-regulation of emotions in group work – Zones of Regulation (EEF +7) and social emotional learning EEF +4) Reading comprehension strategies (EEF +6) Teaching assistant interventions (EEF +4)	1, 2, 3, 4, 5, 6
Tutoring for PP children £13781	Small group tuition (EEF +4)	1, 2, 3, 4, 5

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

Budgeted cost: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular building social capital activities *£7000*	Social emotional learning (EEF +4)	4, 5
Paying for pupil premium children's school trips £5000	Social emotional learning (EEF +4)	1, 2, 4, 5, 6,
TA 4 afternoon to support social and emotional support *£2000*	Social emotional learning (EEF +4) Mentoring (EEF +2)	4, 5, 6
In school SEMH and building social capital activities e.g. boxing, play therapy, dyslexia tuition, behaviour support *£3000*	Social emotional learning (EEF +4)	4, 5, 6

Total budgeted cost: £ 64,010

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 2025 to 2025 academic year.

Our internal assessments during 2025-2026 suggested that, as in line with the national and Trafford data, the attainment of pupil premium pupils was lower than that of their peers. Although it should be noted that there are some subjects in which PP children nearly performed as well as other pupils. In writing, the gap is the largest, therefore next year there will be a focus on ensuring PP children receive support in this area in particular.

There are some areas in which there have been positive outcomes. We can also see that although PP children come to us with much lower starting points, many narrow the gap as they progress through the school. At the end of KS2, 50% of (8) children in receipt of PP achieved ARE in writing, 63% in reading and 63% in maths. Two children also achieved above-age-related expectations in reading and one in maths. The two children who did not attain ARE are non-core pupils are joined us late in upper KS2. It important to note that they made significant progress within the 'below ARE' grade to catch-up and begin to work within their year group. The numbers of PP children are small, and outcomes can be cohort dependent, yet the general pattern of most PP children catching up with their peers over time is one that we see in most years as we track children through the school.

Measuring the progress for all PP children in years 1-6 we can also see that in most subjects PP children make progress in line with their peers, or indeed make better than expected progress, narrowing the gap. See the table below (in which 0 = expected progress >0 = greater than expected progress and <0 = less than expected progress).

Reading
46 pupils · Average: +0.1

Writing
46 pupils · Average: +0.0

Maths
46 pupils · Average: +0.1

Art
46 pupils · Average: -0.2

Computing
46 pupils · Average: +0.1

Design & technology
46 pupils · Average: 0.0

Geography
46 pupils · Average: -0.0

History
46 pupils · Average: -0.0

Languages
46 pupils · Average: -0.0

Music
46 pupils · Average: +0.2

PE
46 pupils · Average: +0.0

PSHE
46 pupils · Average: -0.0

RE
46 pupils · Average: -0.0

Due to the small number of PP children, small changes in pupil numbers can change the percentages significantly. We take this into account when making considerations about the effectiveness of our interventions, alongside qualitative feedback from staff and pupils.

We understand the importance of the impact of attendance on pupils and so this merited even greater focus. We noted that, as with the national picture, pupil premium children had slightly worse attendance than their peers; however, the difference was marginal (+1.9%) and was largely on account of a single child. By ensuring we had a rigorous approach to monitoring and supporting attendance, over the last three years we have seen an annual improvement in our overall attendance and for those children in receipt of pupil premium funding, a trajectory that continues.

For some of our families, financial pressures have been cited as a source of stress in some parental feedback. We continue to dedicate funds to helping our pupil premium children to access activities aimed at building their social capital and allowing them to access wider experiences. This has been welcomed by parents and children alike. Our

extra-curricular and personal development offer for PP children was also highly praised by Ofsted, who noted that, 'Pupils, including those who are disadvantaged, benefit exceptionally well from extra-curricular opportunities. By the time pupils leave Year 6, they are very well prepared for the next stage of their education.'

Many of our children entitled to pupil premium support continue to face significant social and emotional barriers and so this will continue to be an ongoing area of development addressed through our wider strategies.

Externally provided programmes

Programme	Provider
N.A. – all programs used in school are not funded via the pupil premium grant.	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Additional activity

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

- Embedding more effective practice around using our Sports Premium Grant. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Continuing to focus on developing mental health across the school. The training we have selected will focus further training for the mental health lead in order to help us develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing and support more effective collaboration with parents in this area.
- Offering a wider range of high-quality extracurricular activities and enhancements e.g. school trips and visitors in order 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.
- Developing a better understanding of trauma informed responses to children's need by having a range of staff training.

Planning, implementation, and evaluation

When planning our new pupil premium strategy (on a three-year plan), we evaluated why activities undertaken in previous years had not had the degree of impact that we had expected. When writing the first iteration of the strategy, we also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly looking at specific pupil needs and working out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place and will adjust our plan over time to secure better outcomes for pupils.