Northenden Community School
Pupil Premium Strategy

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2027 academic years 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	Northenden Community School
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	40 pupils 17.9%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Head Teacher and Full Governing Board
Pupil premium lead	Headteacher
Governor	Mr Peter O'Keefe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 47,935
Recovery premium funding allocation this academic year	£ 0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
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	£ 47,935

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Part A: Pupil premium strategy plan

Statement of intent

At Northenden Community School we have the same ambitions and expectations for all our children. We aim to see all children leaving Northenden Community School as happy, resilient and confident learners who have the essential skills needed to move through to secondary education and continue reaching their full potential. The challenges are varied and there is no “one size fits all”. We understand that there is not a ‘typical’ Pupil Premium child.

Our aim is to use the pupil premium funding to counter disadvantage and to ensure greater equity through:

- To ensure that the totality of provision for Pupil Premium children is effective.
- To level up the difference between disadvantaged and non-disadvantaged children.
- For all of our disadvantaged children to make progress in line with the nationally expected progress rates.
- To support our disadvantaged children with their health and well-being so that they are ready to learn and can access their learning at an appropriate level.
- To improve the attendance and punctuality of our disadvantaged children, particularly those who are persistently absent.
- To increase the number of disadvantaged pupils achieving the Greater Depth Standard.

We aim to do this by:

- Ensuring that all children have access to high quality teaching and learning (quality first teaching and latest EEF research).
- Providing targeted support to help them reach their full academic potential.
- Putting appropriate provision in place for disadvantaged pupils, especially those that belong to other vulnerable groups.
- Monitoring the progress of disadvantaged pupils regularly and assessing the impact of provisions.
- Promoting ambition and having high expectations of all disadvantaged children.
- Fostering an inclusive and welcoming environment that actively supports the unique needs of disadvantaged pupils, ensuring they have equal opportunities to thrive and succeed.

Achieving these objectives:

- High quality teaching with targeted support, alongside the use of collaborative learning structures.
- Research-based interventions put into place and monitored to assess impact.
- Provide further enrichment and leadership opportunities for disadvantaged children.
- Monitor progress regularly and evaluate outcomes robustly.
- Addressing emotional and social needs through emotion coaching and restorative practice to improve well-being and readiness to learn.
- Support payment for enrichment activities, educational visits and residential trips, ensuring children have first-hand experiences to use in their learning in the classroom.
- Use family engagement officer to improve parental engagement and involvement.
- Using a multi-agency approach (e.g. Early Help)
- We use marking and feedback for teachers to provide targeted coaching and specific, detailed feedback to support and accelerate pupils' progress.

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Challenges

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

Challenge number	Detail of challenge
1.	Gaps in vocabulary between Pupil Premium and Non-Pupil Premium children.
2.	There is a higher percentage of disadvantaged children classed as persistently absent when compared with non-disadvantaged.
3.	Pupil Premium children achieve lower than Non-Pupil Premium peers by the end of Key Stage 2.
4.	Increase in emotional well-being (SEMH), behavioural challenges and readiness for learning.
5.	Lack of further opportunities, including leadership and enrichment experiences such as music lessons, library visits etc.

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
Improvement in the vocabulary and oracy of disadvantaged children.	Evident in book looks, pupil voice, as well as the Writing and Reading attainment and progress of disadvantaged children.
Improve the overall attendance of disadvantaged pupils to national average.	Attendance for disadvantaged pupils to be at least 94.3% (national average for disadvantaged pupils).
Increase the percentage of disadvantaged pupils working at the expected standard in Reading, Maths and Writing.	More children across the school working at the expected standard in Reading, Writing and Maths.
Improving readiness to learn, confidence, motivation, inclusion and equality for the most disadvantaged pupils.	Improving readiness to learn, confidence, motivation, inclusion and equality for the most disadvantaged pupils. PP children accessing clubs, trips, music lessons and to become leaders across the school. PP children accessing support for their behaviour and wellbeing through Zones of Regulation, Emotion Coaching and whole school emotional literacy curriculum.

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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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 23,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for Teaching Staff (Behaviour for learning, Science of Learning, Quality first teaching, RWInc, Guided Reading – Vipers, The write beginning project, 5 pillars of SEND)	**EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Pupil_Premium_Guidance.pdf** (educationendowmentfoundation.org.uk) Some example research of the benefits of the CPD we engage with and complete: **Mastery learning** (+5) (e.g. Maths Hub) - The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of 'mastery'. **Metacognition** (+7) - The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and selfregulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	1, 3 & 4
Embed and continue training in SSP programme	DfE guidance requires that all schools adopt a Synthetic Systematic Phonics programme. Research shows that disadvantaged children are those in most need of a highly structured programme as support in the area of phonics may not be available at home. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1 & 3

EYFS – Speech and Language	Early Years lead is taking part in the 'Write Beginnings' Project run by MCC. The aim of the programme is to share best practice across the city to improve outcomes at the end Key Stage 1 for disadvantaged children. Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. https://educationendowmentfoundation.org.uk/educationevidence/earlyyears-toolkit/communication-and-languageapproaches Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months. https://educationendowmentfoundation.org.uk/educationevidence/earlyyears-toolkit/early-literacy-approaches	1 & 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £ 13,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective Feedback and Marking	Feedback is particularly effective for supporting disadvantaged learners because it focuses on targeted skillbuilding through structured, focused activities that address specific learning gaps. This approach provides the following benefits: 1. Personalised Feedback: Teachers give precise, constructive feedback, allowing disadvantaged learners to understand exactly what they need to improve. This feedback empowers them to make adjustments and see immediate progress, boosting their confidence. 2. Focused Skill Development: Emphasises working on specific skills or concepts rather than general repetition. By honing in on critical skills, it helps disadvantaged students make meaningful gains in areas where they may need the most support. 3. Building Resilience and Motivation: The structured nature of responding to feedback encourages persistence, helping learners develop a growth mind set. For disadvantaged students, this can be particularly impactful, fostering resilience as they experience success through effort and targeted improvement. 4. 4. Reducing the Attainment Gap: By intentionally addressing individual needs, schools can support disadvantaged learners in reaching academic milestones comparable to their peers, helping to close attainment gaps.	1, 3 & 4

	5. Increasing Teacher-Student Engagement: With teachers actively guiding and coaching, disadvantaged students receive increased support, fostering a positive relationship with learning. This engagement helps students feel valued and understood, creating a more inclusive classroom environment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback + 6 months	
Phonics interventions	Phonics approaches have a strong evidence base indicating positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks: Phonics | EEF (educationendowmentfoundation.org.uk)	1, 3 & 4
Effective use of support staff	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the number of high-quality interactions they have with their classroom teacher both in and out-of-class. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants	1,3,4,5

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

Budgeted cost: £ 10,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance procedure and training	https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools According to the EEF, three quarters of schools in England say that poor attendance and low reading levels are the biggest challenges affecting their socio-economic disadvantaged pupils' academic achievement. Evidence from the EEF also shows that small improvements in attendance can lead to meaningful impacts for academic and behavioural outcomes. We have introduced a new attendance procedure to monitor school attendance and support families with barriers to school attendance.	2, 3, 4 & 5
ACEs & EBSA training	EBSA MCC All staff have received training on emotional barriers to school attendance and are using the 'Planning for change' document to support children and their families	2, 3, 4 & 5

Behaviour and wellbeing	Carefully implemented, social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance. It is especially important for children from disadvantaged backgrounds, and other vulnerable groups, who on average have weaker social and emotional skills than their peers. Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk) • Improving social and emotional learning in schools • Special Educational Needs in Mainstream Schools EEF Teaching and Learning Toolkit • Behaviour (Impact +4) • Social and Emotional learning (Impact +4) • Metacognition and Self-regulation (Impact +7) Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk) Social and emotional learning strategies | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4 & 5

	All staff at every level have received CPD relating to the school's new behaviour for learning policy.	
Use of play therapist	Research from The EEF states that the average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so we should carefully monitor the efficacy of these approaches. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Social and emotional learning | EEF (educationendowmentfoundation.org.uk) SEMH Intervention Strategies - Top 10 tips to help support students	4 & 5
Enrichment	Research by the EEF shows that skills such as self-control, confidence, social skills, motivation and resilience underpin success in school and beyond. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes. Other research also shows that bringing enrichment back into focus is particularly important for those from the most disadvantaged, underserved and underrepresented backgrounds. People who, either through their childhood or life circumstances, haven't had the same opportunities to travel, play sport, or go to a local museum. In an educational setting, it can be tailored for each individual and become a great leveller when it comes to finding and experiencing new opportunities – not just for enjoyment, but to build networks, self-confidence, self-awareness and self-efficacy. Children are prioritised for both the after school sports clubs and supported to attend the educational visits. PP children's residentials and Educational Visits are subsidised by half.	4 & 5
Support for families	Families are signposted to support and guidance through our culture and ethos of forging strong working relationships with our families. E.g. Early Help, MThrive and Community Food Banks.	1, 2, 3, 4 & 5

Total budgeted cost: £ 47, 935

Pupil premium strategy outcomes

This will be completed at the end of every academic year.