

Pupil premium strategy statement – Northside 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	77 whole school
Proportion (%) of pupil premium eligible pupils	65% (50 Pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Gemma Brierley Executive Headteacher
Pupil premium lead	Gemma Brierley Executive Headteacher
Governor / Trustee lead	Mary-Ann Lancaster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 63,640
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 63,640

Part A: Pupil premium strategy plan

Statement of intent

A part of Cumbria Education Trust, we have a shared understanding with all the constituent collaborative colleagues and schools. It is a common aim and mission to ensure that we do all we can to enable every young person within our care to “Be the Best you Can Be”.

We will do this by having an unrelenting focus on how we can have the greatest impact upon improving the life chances of pupils at Yewdale Primary School and across CET.

CET Statement of Intent:

To: Raise Standards, Opportunities and Aspirations across all schools in the Trust.

By:

- Having inspirational teaching & learning across all schools
- Working collaboratively and innovatively, being outward facing
- Implementing a diverse and creatively rich curriculum, which is educationally and financially sound
- Having a culture that is open, honest and challenging
- Training and developing staff in a way that is relevant, accessible and that embraces digital technology
- Having clear lines of accountability
- Having and nurturing great leaders across the organisation
- Understanding and learning from stakeholder feedback

In order to:

- Improve the educational provision (and, in turn, outcomes) for ALL students.
- Create a memorable and solid foundation for lifelong learning.
- Improve the life chances of disadvantaged students

Our approach will be responsive to our unique school context and individual needs of our disadvantaged pupils. This will be founded in robust diagnostic assessment. The approaches we have adopted compliment each other to help our pupils succeed. To ensure they are effective, we will:

- Ensure disadvantaged pupils have equity of access to the curriculum
- Ensure disadvantaged pupils are supported and challenged in the work they are set
- Provide swift intervention where a point/s of need is identified
- Ensure our whole school approach, in which all staff take responsibility for disadvantaged pupils' high expectations and outcomes, is maintained

Challenges

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

Challenge number	Detail of challenge
1	Attendance and safeguarding issues impact more heavily on PP children in school than NPP; these issues contribute to significant barriers to progress for PP children.
2	Increase in social, emotional and mental health needs impact confidence, resilience, behaviour and attitudes to learning.
3	Low starting points on entry to school, particularly in language skills
4	Low aspirations and a lack of exposure to the wider world and opportunities available limit pupils self-drive and personal expectations.
5	Significant gaps in achievement at the end of all key points in Reading, Writing and Maths

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Feedback from external agencies will back up this evidence. • Pupils use increasingly adventurous vocabulary Good communication and skills and vocabulary use contribute positively to learning
Improved writing attainment among disadvantaged pupils in all year groups.	• Any gaps in attainment and progress steadily reduce • Standards are in line with national expectations or better

	• High quality teaching and learning across the academy, through skilled teaching that meets pupils needs • Lessons are consistently effective • Adults provide excellent scaffolding and role modelling After school clubs which support writing skills
Improved maths attainment for disadvantaged pupils in all year groups.	• Any gaps in attainment and progress steadily reduce • Standards are in line with national expectations or better • High quality teaching and learning across the academy, through skilled teaching that meets pupils needs • Lessons are consistently effective • Adults provide excellent scaffolding and role modelling After school clubs which support Maths skills
Improved reading attainment for disadvantaged pupils in all year groups.	• Any gaps in attainment and progress steadily reduce • Standards are in line with national expectations or better • High quality teaching and learning across the academy, through skilled teaching that meets pupils needs • Lessons are consistently effective • Adults provide excellent scaffolding and role modelling After school clubs which support reading skills
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025-26 demonstrated by: • qualitative data from children's voice, children, staff and parent surveys • Teacher observations, discussions and feedback • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Parents and carers know how to access support

	A range of enrichment activities in place and pupils identified as disadvantaged are able to access should they wish
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/2026 demonstrated by: - the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 1.5%. - support and interventions in place for families needing additional measures The percentage of all pupils who are persistently absent (being below 90%) and the figure among disadvantaged pupils being no more than 1.5% lower than their peers.

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: £ 13,286

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching Staff training/CPD programme – delivered by subject leaders and SILs (£6351 = time for all subject leads 3x yearly)	EEF research concludes that teaching is the top priority, including CPD. Research has found that disadvantaged pupils have been the worst affected by partial school closures (EEF). More able disadvantaged pupils are the group at highest risk of underachievement (EEF). Staff CPD adaptive teaching – coaching from SILs High quality CPD is essential to follow EEF principles. CPD is followed up during staff meetings and INSET. Staff to attend phase conferences half termly lead by SILs All staff to lead effectively. Subject leads are released at least once a term	1,2,3,4,5

Phonics CPD and whole staff development for Reading Lead to continue coaching and support staff throughout the year Reading lead to be lead practitioner and support staff through practice and coaching across the year (teachers and TAs). Staff to attend Phonics Pupil Progress meetings half termly and be active in phonic tracker analysis and keep up groups. Staff to have CPD on strategies to engage parents and help them to support their child's reading. TAs deliver Phonics teaching, lead intervention groups and fluency reading groups	EEF 'Effective Professional Development' • When designing and selecting professional development, focus on the mechanisms • Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice • Implement professional development programmes with care, taking into the consideration with the context and needs of the school EEF 'Improving Literacy in Key Stage 1' • Develop pupils' speaking and listening skills and wider understanding of language • Effectively implement a systematic phonics programme • Teach pupils to use strategies for developing and monitoring their reading comprehension • Teach pupils to use strategies for planning and monitoring their writing • Use high quality information about pupils' current capabilities to select the best next steps for teaching.	2,3,5
Continuing CPD on feedback to pupils ensuring that pupils are receiving high quality feedback on learning and given effective steps to improve.	EEF +6 Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	3,5
Reading Development of reading for pleasure and fluency strategy including purchase of books, whole class and support group fluency sessions and English lead CDP	In order to promote a real love of reading within our school, a dedicated library session and reading for pleasure sessions will be planned Texts will be chosen and purchased across the curriculum to encourage pupils to read A reading for pleasure day will be planned and delivered	2,3,4,5

	Reading fluency CPD will be assessed and strategies rolled out across school to improve fluency This feeds into our whole school focus of improving reading fluency and developing comprehension.	
Ongoing improvement of teaching strategies across school, delivered by teaching staff and supported by School Improvement Leads and SLT.	Coaching sessions delivered by SLT School Improvement Lead Support in Phonics & Maths Consistency of approach across school by teaching staff INSET attendance by all staff	1,2,3,4,5

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

Budgeted cost: £ 22,009

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading, Maths and English intervention programme in place that is reviewed and monitored regularly. -Regular reading within school for the lowest 20% of children.	EEF +6 Recent research from the EEF shows that Teaching Assistants who provide one to one or small group targeted intervention shows a positive benefit, particularly these interventions which are based on a clearly specified approach which teaching assistants have been trained to deliver.	1,2,3,5
TA interventions Targeted 1:1 and small group Interventions with TA to deliver targeted support based on assessment of need and enhance quality first teaching.	EEF + 4 EEF evidence shows that targeted deployment, where teaching assistants are trained to deliver an intervention to a small group or individuals is shown to have a high impact. Robust, specific time-managed interventions with high quality staff will address specific needs identified through ongoing assessment.	2,3,5

Daily phonics keep up/rapid catch up programme and additional reading lessons in place. Phonic Interventions Reading leader half termly phonic tracker and groupings to review progress and add any additional interventions (£6596)	EEF + 4 EEF evidence shows that targeted deployment, where teaching assistants are trained to deliver an intervention to a small group or individuals is shown to have a high impact. EEF +5 EEF 'Making Best Use of Teaching Assistants' • Use TAs to deliver high quality 1:1 and small group support using structured interventions. • Adopt evidence-based interventions to support TAs in their small group and 1:1 instruction. Findings from best-evidence synthesis of strategies for struggling readers living in poverty – What works for struggling readers? – identify that: • Structured phonics-based approaches in general, work better than non-phonics based interventions • Intervening immediately is most effective for primary reading, where preventative whole-class reading strategies are adopted first, followed by tutoring for the small number of pupils who still need it.	2,3,5
Social and emotional support SEMH small group work & ELSA sessions	EEF +4 The EEF states that there is evidence to show that working with teaching assistants can lead to improvements in pupil' s attitudes. Research from the EEF also shows that SEL interventions are likely to improve emotional or attitudinal outcomes when embedded into routine educational practises.	2,4

Engaging with small group tutoring for targeted pupils Disadvantaged pupils will be specifically targeted including those who are higher attainers	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: Small group tuition EEF educationendowmentfoundation.org.uk	1,3,4
Targeted use of TA in Y6 every morning.	EEF +4 Research from the EEF shows that both targeted interventions and universal approaches have positive overall effects. Evidence suggests that on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	1,3,4
Spelling Shed	To support pupils across the school who have been assessed to have completed phonics' to the expected level so that they can develop knowledge of more challenging vocabulary and the skills for spelling and applying these words in their writing across the curriculum.	1, 2, 3.5

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

Budgeted cost: £ 28,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1/small group interventions to support social, emotional and wellbeing (pastoral team) Drawing and talking therapy 1:1 sessions with target pupils	EEF +4 The EEF states that there is evidence to show that working with teaching assistants can lead to improvements in pupil' s attitudes. Research from the EEF also shows that Social & Emotional Learning interventions are likely to improve emotional or attitudinal outcomes when embedded into routine educational practises.	1,2,3,4,5

EWO in place to improve attendance of PP pupils, reduce Pas and run emotional literacy/resilience programmes to support PP pupils experiencing social and emotional barriers to attendance and progress. SENCO released from class responsibility to support SMSC and well being intervention to support pupils experiencing social and emotional barriers to learning	DFE research shows that the higher the pupil absence rate across KS2 the lower attainment at the end of KS2. This whole child approach will ensure there is no 'disconnect' between the pastoral barriers to educational achievement facing pupils eligible for the pupil premium and the teaching and learning initiatives which school is funding through the pupil premium (NGA). The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental engagement strategies are typically more effective with parents of very young children. The EEF Guidance report has four recommendations when working with parents. Recommendation 4 is to offer more sustained and intensive support where needed. Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn	1,2,4
Breakfast club places	Positive research showing that reducing the stress of the morning routine for families and children by providing a breakfast club can help with behaviour attendance and sociability. IRIS	1,2,4
Parental engagement	EEF +4 Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	1,2,3,4
After school enrichment opportunities including school choir, sports, art, wellbeing	EEF +3 Evidence on the attainment impact of enrichment activities is variable, though arts participation in particular can lead to increased attainment across the curriculum. Further potential benefits of	1,2,4

	increased participation in enrichment revolve around improved mental health, cultural literacy, fit and healthy lifestyle, school representation, further advanced learning, and access to broader networks and social benefits	
Support with uniform (School and PE) Help with Trip costs and after school clubs where applicable.	Pupils from lower socio-economic households are less likely to afford the cost of school uniforms, trips and extra-curricular activities. Enable disadvantaged pupils the opportunity to attend visits and trips throughout the school year that they would not be able to afford without financial support from school. This will broaden pupil's outlook, providing them with a variety of opportunities so they can make informed decisions in the future. Wider benefits such as more positives attitudes to learning and increased well-being have been reported. Many visits are linked to the topics that pupils study. It is essential for a pupils own wellbeing that they experience different settings before writing about it.	1,2,4

Total budgeted cost: £ 63,640

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Across different year groups in school in maths, reading and writing – Keeping these targets going forward ensures priority to further develop and ensure long term consistency and allow the good progress that has been made to be built on.

Planning for individual PP pupils – through effective use of pupil premium has been regularly reviewed, monitored and evaluated.

Interventions across the school were targeted, effective & consistent and supported through the use of PiXL and Teacher Assessments (including Headstart), any accompanying interventions and therapies that are available were used to complement the curriculum and fill any identified gaps. This target will be kept to further develop and refine the strategies used.

Speech and language development has remained a priority. We have maintained a language rich, purposeful high-quality curriculum throughout the school and this will remain a priority going forward. There has continued to be a focus on children 'knowing more, remembering more'.

8 pupils in the cohort - Outcomes for EYFS GLD in 2025 were 50%. The results for those pupils identified as disadvantaged were 20%.

15 pupils in the cohort - Y1 Phonics results were 50% for non-disadvantaged and 18% for those identified as disadvantaged

11 pupils in the cohort – Y4 MTC – 50% of the non -disadvantaged cohort were fluent and 56% of the disadvantaged cohort were fluent.

At Key Stage 2 results for 2025 were 50% maths, 50% reading and 60% writing . The results for those pupils identified as disadvantaged were 43% maths, 57% reading and 71% writing.

Support to improve children's attendance, punctuality and access to learning has led to improved levels of attendance for individuals. Persistent absenteeism will also be a focus this forthcoming year.

Attendance data for 2024-2025 was 95.5% with those pupils identified as Disadvantaged at 94.1%. A thorough approach is embedded to target incidences of persistent absence. Persistent figures stand at 12% for non – disadvantaged pupils and 16.7% for disadvantaged pupils.

Staff at Northside Primary School are held accountable for Pupil Premium progress, attainment and achievement and all staff are aware of who their pupil premium children are. The annual academy evaluation and target setting process are shared with the team and revisited throughout the year.

Summary: The drive needs to continue to move Northside Primary School forward into next year through a sustained approach so that all children will improve even more and the gap will be closed across all the areas identified in this report.

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
Times Table Rock Stars	TTRS
White Rose Maths Premium	White Rose Maths
Spelling Shed	Spelling Shed
Little Wandle Phonics	Little Wandle