



Northchapel Primary School
Growing kind and curious children who aspire to succeed

Northchapel Pupil Premium Strategy Statement 2025-26

This statement details our school's use of pupil premium (for the 2025 to 2026 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	Northchapel Primary
Number of pupils in school	52
Proportion (%) of pupil premium eligible pupils	13% (7FSM inc.2LAC)
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Andy James & Deborah Coggin
Pupil premium lead	Hannah Enticknap
Governor lead	Andy James

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16980
Recovery premium funding allocation this academic year (inc school led tutoring premium)	£0
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	£16980

Part A: Pupil premium strategy plan

Statement of intent

At Northchapel Primary, our intention is that all pupils, will grow into kind and curious children who aspire to succeed. We recognise that disadvantaged pupils irrespective of their background or the challenges they face, should make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
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1	<p>Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils and have difficulty with being ready for learning, self-regulation and resilience, this may be part due to a lack of access to enrichment opportunities, including over school breaks. These challenges particularly affect disadvantaged pupils, including their attendance & attainment. Identified children have been receiving regular counselling through social support, and specific children have completed 6 weeks of ELSA within school.</p>
2	<p>Internal Autumn assessments indicate that prior attainment in learning for core subjects and basic skills in disadvantaged pupils is significantly below that of non-disadvantaged pupils. With 44.4% of the school disadvantaged pupils not achieving the expected standard in maths in Autumn assessments. This is also evident in reading with 77.8% of the schools disadvantaged pupils not making the expected standard.</p> <p>Writing shows the same trend as reading with 77.8% of the schools disadvantaged children not showing expected standards in writing, with only 22.2% achieving it. Notable, is that 0% of disadvantaged children in EYFS have met their standard for Autumn in writing.</p> <p>Last years SATS results showed 0% of disadvantaged children achieved the expected standard in maths, and only 33.3% met the expected standard in reading and SPAG.</p>
3	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Evidence shows early SALT intervention has positive impacts where needed, with disadvantaged children.</p>
4	<p>From 31.8.2025 to 16.12.2025, current attendance of disadvantaged children shows that only 44.4% are at or above 95%, with 55.6% below 95%. With 60% of the KS2 children below 90% through consistent absences, which are under continued monitoring. 33.3% of children have attendance of 100%. Low attendance is seen to impact overall learning and the school is working closely with those families who have difficulties in this area.</p>
5	<p>Assessments, observations, and discussions with pupils suggest some disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Some have poor access to resources for reading at home i.e. high-quality books, support in their home learning and experiences that contribute to good comprehension skills. Parental interaction with children and school also poses a problem. This is supported by 77.8% of the school disadvantaged children not achieving the expected standards in Autumn assessments this year.</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
Gaps are identified and targeted in reading, writing and maths. Quality first teaching and interventions are put in place to close the gaps in learning.	Formative and summative assessments will show gaps to be addressed. Planning is adapted accordingly. Pupils will make expected or better progress.
Pupils can access the learning in class because they are self-regulating and more resilient when facing problems.	Provide access to ELSA sessions and strategies for self-regulation and to boost self-esteem will be established to support pupils to be more resilient. PSHS curriculum links. CPD support from LBAT Advisory Practitioner for help with regulation and to train staff.
Oracy is improved and speech and language issues are addressed with targets met for the individuals which will improve reading and writing outcomes.	Literacy skills in reading and writing will improve. Pupils achieve expected levels in reading and writing by 2026 and/or have significantly narrowed the gap.
Attendance for disadvantaged children is at 90.8%. 22% of our disadvantaged children account for the majority of persistent absences, which includes arriving late (25.11.25). Any children with lower attainment receive targeted support and monitoring. This will remain consistent throughout key stages.	Through ELSA sessions, issues at home as well as in school will be addressed and attendance will improve as a result. Staff CPD through EBSA training and Senior Mental Health training to impact school culture.
Parents and pupils are supported to achieve improved routines to be ready for school.	Pupils are seen to engage more with homework set by teachers, including reading, phonics and maths. Parents are confident to support children in home learning. Improve ready for learning outcomes in class. Children are encouraged to take part in extra curricular activities to improve social interactions. Regular Team Around the Family meetings has positive impact on attendance.
Pupils have access to high quality texts both within the class and to take home to read which are appropriate reading ability. All pupils achieve the national average or better in reading, writing and maths. Pupils are equipped and ready for learning on a par with their peers.	Literacy skills in reading and writing will improve. Pupils achieve expected levels in reading and writing, or make good progress accordingly.

<p>Pupils are exposed to a wide range of social/cultural and sporting experiences.</p> <p>Extra-curricular opportunities are provided to build a sense of belonging and community.</p> <p>Financial support for families so pupil premium children can attend.</p>	<p>Pupils are more aware of the wider context of life by experiencing events and places that they would not normally receive in their family experiences.</p> <p>Pupils feel like they belong in the school and enjoy socialising with others in the school, positive impact on attendance and behavior.</p> <p>Pupils get a chance to showcase their skills and build self confidence and connections within the school.</p>
<p>Gaps in phonics knowledge closed across the school due to a robust phonics scheme in place from Reception to KS2.</p>	<p>Staff training and use of Floppy Phonics scheme will show increased scores of disadvantaged pupils will be evident in Year 1 phonics tests and KS2 reading outcomes will be at least consistent to local and national figures. Children will develop a love of reading, fostered by the school and their home life.</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: £ 11,629

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to roll out training for any new staff on teaching phonics with the Floppy Phonics Scheme.</p> <p>Focus on teacher training to deliver high quality phonics lessons.</p> <p>Parental workshop to support parents with reading and phonics practice at home.</p> <p>Children who failed phonics screening in Y1 to receive continued support to pass in Y2.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading – (up to 5+ months EEF) (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	5
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary – Also link to Maths Mastery approach.</p> <p>We will purchase resources and fund ongoing teacher</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	3

<p>training and release time.</p> <p>Parent workshops for phonics and maths to teach parents correct language and reading skills to be held during spring term.</p>		
<p>With new teaching staff, return to re-research and development of teaching staff and their knowledge of metacognition and how this impacts all children's learning and thinking skills.</p> <p>CPD training through Durrington Research School to support teaching staff and develop strong curriculum.</p>	<p>EEF shows very high impact for very low cost:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</p>	<p>1,2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Mixed year group Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>TTRockstars club after school club to promote learning of times tables.</p> <p>Parent workshop for individual year groups to develop parental understanding of strategies and learning in</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Mastery learning provides high impact for very low cost:</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF's Working with parents to support children's learning guidance report.</p>	<p>2,3</p>

<p>the maths mastery approach.</p> <p>Early morning SATS intervention workshop</p>		
<p>Enhancement of our English teaching and curriculum planning in line with DFE and EEF Guidance.</p> <p>We will fund curriculum resources and teacher training, including a focus on improving oracy and vocabulary which will transfer to writing in all subjects.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?utm_source=/education-evidence/guidance-reports/literacy-ks-1&utm_medium=search&utm_campaign=site_search&search_term=improving%20literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_search&search_term=improving%20literacy</p>	2,3

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

Budgeted cost: £ 3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading & phonics interventions for targeted pupils across KS1 & 2.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown	5

	<p>to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
ELSA support for pupils' wellbeing, self-regulation, self-esteem and resilience.	https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/articles/childrensviewsonwellbeingandwhatmakesahappy-lifeuk2020/2020-10-02	1

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

Budgeted cost: £ 1851

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school in line with Therapeutic Behaviour Approach.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Embed the new Relationship and Behaviour policy that reflects principles of good practice set out in the DfE's but taking a therapeutic approach. Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

procedures and appointing attendance/support officers to improve attendance.		
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Total budgeted cost: £ 16,980

Part B: Review of the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Outcomes for disadvantaged pupils

Education outcomes for primary pupils:

Previous years Data:

Data from tests and assessment suggest that the progress and attainment of the schools disadvantaged pupils in 2025 was mixed. 3 out of 12 children in year 6 were pupil premium. One child achieved the expected standard in Reading however fell slightly short in both SPAG and Maths. The others did not meet the standard in Reading, Maths and SPAG. However, they were still able to access the papers with support in line with the Gov guidelines.

Current data:

Autumn 2025 PIRA results for KS2 show 20% of children in KS2 are on track to meet the expected standard for reading and writing. With 60% expected to meet the standard in maths.

In KS1 0% show the expected standard in reading and maths, but 100% achieved the standard in writing. In EYFS Autumn results show 66.7% are expected to achieve the standard in maths, 33.3 in reading and 0% in writing.

Attendance for some pupils continues to be a barrier. Early intervention and parental meetings have been put in place to support both the wider families and pupils involved, and this has shown positive impact with an increase in attendance and better communication between both parties. Identified KS2 children who previously refused to attend educational school trips have been in attendance during the Autumn term 2025 and this has been aided by subsidy of trip costs.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
NA	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
NA
The impact of that spending on service pupil premium eligible pupils
NA