

Pupil premium strategy statement – Northbourne CE 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	134
Proportion (%) of pupil premium eligible pupils	7% (9 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)	2024/25 – 2026/27
Date this statement was published	October 2025
Date on which it will be reviewed	Annually July 2025/26/27
Statement authorised by	M Reynolds
Pupil premium lead	M Reynolds
Governor / Trustee lead	D Jackson Merrick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17020
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£17020

Part A: Pupil premium strategy plan

Statement of intent

Northbourne aims to ensure all pupils make strong progress and achieve high attainment across subjects, with a particular focus on supporting disadvantaged pupils, including high achievers. We monitor and support the academic, social, and emotional development of pupils entitled to the pupil premium, recognising the unique challenges faced by vulnerable groups.

Our strategy prioritises high-quality teaching, which is proven to close the attainment gap for disadvantaged pupils while benefiting all learners. We aim to sustain and improve disadvantaged pupils outcomes alongside their peers. Regular assessment and progress reviews inform a responsive approach, ensuring timely interventions.

Key goals:

- Close any attainment gap between disadvantaged pupils and their peers.
- Close any attendance gap between disadvantaged pupils and their peers.
- Provide interventions for accelerated progress.
- Embed quality first teaching in every classroom.
- Enhance the emotional and social well-being of all pupils.

Challenges

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

Challenge number	Detail of challenge
1	<u>EYFS GLD</u> The number of pupils entitled to Pupil Premium in Early Years Foundation Stage has risen from previous years to this academic year (2025-2026) – the gap between PP and nonPP for Good Level of Development in Kent is now at 24.7%. Focus on tracking small steps and developmental progress regularly throughout the year, in order for all to achieve GLD.
2	<u>Attainment and progress outcomes</u> Academic stamina development, in order to close gaps and secure Expected and above progress and attainment, via improved curriculum

	opportunities, quality first teaching and strong subject leadership. Internal data shows that LAC pupils (with higher mobility) and persistent absentees already have an attainment gap in Mathematics, Reading and Writing.
3	<p><u>Resilience and Emotional Wellbeing</u></p> <p>Support for pupil wellbeing, promotion of positive behaviours for learning, development of resilience and mental health approaches.</p> <p>Some pupils entitled to Pupil Premium are in need of nurture / wellbeing / mental health support, to enable them to access the school curriculum. Northbourne continues to invest in a nurture programme and alternative curriculum provision.</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
Ensure attainment and progress outcomes in Reading, Writing & Maths are at Expected or above, across all key stages for Pupil Premium children and their peers.	All children entitled to Pupil Premium, without an identification of SEN, will be on track with their peers, to be expected or above in RWM.
Develop Nurture role and Kent Wellbeing role, in order to support pupil wellbeing and promote positive behaviours for learning for	Provision in place with pre and exit data indicating an improvement in social and emotional wellbeing leading to expected or better progress. The school is currently implementing the Kent Resilience and Emotional Wellbeing programme.
Deliver targeted interventions to ensure identified pupils make accelerated progress.	Identified pupils receive targeted intervention. All children will make expected progress with specified LAC pupils making accelerated progress in order to close gaps.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop subject leaders to impact high quality curriculum provision.	EEF identified quality first teaching	1, 2
Build a staff pedagogical culture of quality first teaching and high expectations for all.	EEF identified quality first teaching	1, 2
DEALT & Small School Strategy peer teaching support (deep dives, mentoring)	Developing best practice across Trust schools and staff. Building and supporting good teaching practice.	1, 2
Staff CPD: National College – NPQ – Open University	EEF recommended Professional Development	1, 2

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Recovery strategies	EEF identified intervention	2
Writing precision teaching strategies	EEF identified intervention	2
Mirodo, SATs Companion, Times	EEF impact of digital technology	2

Table Rock Stars, EdShed		
SEN Review meetings & Pupil Progress Meetings	EEF Effective staff and parental engagement	1, 2, 3

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Kent Resilience and Emotional Wellbeing programme – Nurture UK interventions	EEF Social and Emotional learning – impact on progress and attainment	3
Forest School / Gardening	EEF Social and Emotional learning – impact on progress and attainment	3
Financial support for trips, resources, clubs	Pupil Premium status not impacting access to full curriculum and extra curriculum offer	3

Total budgeted cost: £ 17020

Part B: Review of the previous academic year

Pupil premium strategy outcomes

- Pupil Premium statutory assessment outcomes, compared with outcomes for all, for the past 4 years:

	Targets for Statutory Assessments	Statutory outcomes 2021/2022	Statutory outcomes 2022/2023	Statutory outcomes 2023/2024	Statutory outcomes 2024/2025
EYFS	EYFS GLD All	90% (18/20)	90% (18/20)	90% (18/20)	80% (16/20)
	EYFS GLD Disadvantaged	100% (1/1)	N/A	N/A	50% (1/2)
PHONICS	Phonics Screen Year 1	95% (18/19)	89% (15/17)	90% (18/20)	85% (17/20)
	Phonics Screen Year 2	84% (16/19)	0% (0/1)	100% (3/3)	50% (1/2)
Yr 2	Pupils achieving the expected standard in Year 2				
	Reading	63% (12/19)	95% (18/19)	94% (17/18)	90% (18/20)
	Writing	63% (12/19)	74% (14/19)	83% (15/18)	80% (16/20)
	Maths	63% (12/19)	84% (16/19)	94% (17/18)	95% (19/20)
Yr 6 SATs	Disadvantaged pupils achieving the expected standard in Year 2				
	Reading	N/A	N/A	100% (2/2)	100% (2/2)
	Writing			50% (1/2)	100% (2/2)
	Maths			50% (1/2)	100% (2/2)
Yr 6 SATs	Pupils achieving the expected standard in combined Reading, Writing, Maths in Year 6	54% (7/13)	76% (13/17)	62%	79% (12/15)
	Disadvantaged pupils achieving the expected standard in combined Reading, Writing, Maths in Year 6	100% (1/1)	N/A	67% (4/6)	0% (0/1)
Yr 6 SATs	Pupils achieving expected standard in Year 6				
	Reading	92% (12/13)	82% (14/17)	95% (20/21)	87% (13/15)
	Writing	85% (11/13)	76% (13/17)	81% (17/21)	93% (14/15)
	GPS	77% (10/13)	76% (13/17)	81% (17/21)	87% (13/15)
	Maths	77% (10/13)	82% (14/17)	67% (14/21)	100% (15/15)
Yr 6 SATs	Proportions of disadvantaged pupils achieving expected standard in Year 6				
	Reading	100% (1/1)	N/A	83% (5/6)	0% (0/1)
	Writing	100% (1/1)		83% (5/6)	100% (1/1)
	GPS	100% (1/1)		83% (5/6)	0% (0/1)
	Maths	100% (1/1)		83% (5/6)	100% (1/1)
Yr 4 TABLES	Pupils achieving full marks in Year 4 Times Table Check	15% (3/20)	29% (5/17)	16% (3/19)	28% (5/18)

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
Little Wandle phonics	Harper Collins
PUMA, PIRA, GAPS assessments	Hodder Education
MIRODO / SATs companion, Times Table Rock Stars, LitShed / SpellingShed	Mirodoeducation, Maths Circle, Education Shed

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>
<ul style="list-style-type: none">• No service pupil premium funding allocated
The impact of that spending on service pupil premium eligible pupils