



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 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	Northlands Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	40% (84)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Julian Davoile
Pupil premium lead	Katie Isaac
Governor / Trustee lead	Virginnie Laignelet

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 112,480.00
Recovery premium funding allocation this academic year	£ 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	£ 112,480.00



Part A: Pupil premium strategy plan

Statement of intent

At Northlands Primary School, we aim to ensure that all pupils, regardless of their background and starting points, make good and better progress in line with their peers and strong attainment across all subject areas, including within extra-curricular opportunities. Our pupil premium strategy is designed to support the disadvantaged pupils to achieve that goal and broaden their life chances, including those that already achieve well.

When creating our strategy, we will also consider the challenges faced by those vulnerable pupils, such as young carers and design activities to support their additional needs. The challenges we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not, as we believe for these children to make progress; it is not just about supporting them academically, but their wider well-being too.

Through careful monitoring, we will also respond to low levels and persistent absences to ensure that all pupils have access to consistent and regular schooling.

Quality-first teaching underpins the pupil premium strategy, with a focus on the 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.

The approach outlined within the strategy will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not based on assumptions about the impact of being disadvantaged. These approaches are selected to compliment each other to help pupils excel.

In order to ensure they are effective we will:

- Ensure disadvantaged pupils are both adequately supported and challenged in the work that they're set.
- Act early to intervene at the point where need is identified.
- Adopt a whole school approach where staff all take responsibility for pupil outcomes and raise expectations of what they can achieve.
- Respond to low levels and persistent absences to ensure that all pupils have access to consistent and regular schooling



Challenges

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

Challenge number	Detail of challenge
1	Through our assessments, observations and pupil voice the attainment upon entry to school is low. On entry, 0% of children from disadvantaged backgrounds met NHS developmental markers.
2	As a result of assessment, observations and pupil voice, poor communication skills, poverty of language and English as an Additional Language (EAL) is prevalent among our disadvantaged pupils (42% of EAL are also PP). Of particular concern, is the absence of reading at home amongst our disadvantaged children.
3	A number of pupil premium pupils also have SEND. This impacts further on their progress and attainment.
4	In 2019, Rugby Borough ranked 222 out of 317 local authorities (1 being the most deprived). The majority of the most deprived areas fall around the centre of Rugby town and to the north and west of Rugby Borough. The community faces a number of socio-economic challenges and Rugby town centre, where the school is located, is ranked 6507 / 32844 (2019) in the multiple deprivation rank where 1 indicates the most deprived area and 32844 is the least, Across Rugby (15.5%) live in fuel poverty. Whilst our PP population has declined over the recent years, a number of families are on work visas and do not have access to pupil premium funding despite being in poverty.
5	Although our attendance data has improved over the last academic year (95.5% total) the data still indicates that attendance among disadvantaged (94.67% 1.9.24-31.2.25) is lower than non-disadvantaged pupils. Disadvantaged pupils have been 'persistently absent' compared to their peers non-disadvantaged peers during that period. Our assessments demonstrate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	<p>Although our data is an improving picture, and we are increasingly meeting 10% differential, a number of disadvantaged children are still performing lower than their peers across subjects:</p> <p>Assessments for classes in Key Stage 2 indicate that attainment is lower for disadvantaged pupils compared to non-disadvantaged pupils in Reading.</p> <p>Assessments indicate that attainment is lower for disadvantaged pupils compared to non-disadvantaged pupils in Writing. This is particularly the case in Key Stage 2.</p>



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	Assessments for Key Stage 2 children indicate that attainment is lower for disadvantaged pupils compared to non-disadvantaged pupils in Maths .
7	Our assessments, observations and rise in teacher referrals indicate disadvantage pupils require additional support in their capacity to share, understand and regulate emotions.

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 attainment among disadvantaged pupils and narrow the gap to 10% between pupil premium and non-pupil premium pupils.	Pupil Premium data for KS2 reading data will show comparably to that of non-pupil premium pupils and individual gaps in performance will have been narrowed
To improve writing attainment among disadvantaged pupils and narrow the gap to 10% between pupil premium and non-pupil premium pupils.	Pupil Premium data for KS2 writing data will show comparably to that of non-pupil premium pupils and individual gaps in performance will have been narrowed.
To improve maths attainment among disadvantaged pupils and narrow the gap to 10% between pupil premium and non-pupil premium pupils.	Pupil Premium data for KS2 maths data will show comparably to that of non-pupil premium pupils and individual gaps in performance will have been narrowed.
To ensure pupils are ready to learn through high-quality interventions that address the SEMH needs of pupils. This includes, external councillor and external and internal pastoral care and high quality regular academic interventions.	Assessments and observations demonstrate an increase in engagement in lessons and an improvement in formative assessment.
To ensure that all enrichment opportunities are offered at a reduced cost for those in receipt of pupil premium funding to broaden their experiences and offer the same life chances as non-PP.	Trip records and club records demonstrate that PP children have had opportunities to attend. Class trips offer a 50% discount for disadvantaged. PP are offered first refusal and free attendance to school clubs.



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To improve the attendance of disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by attendance for disadvantaged children being in line with non-disadvantaged pupils.
For pupils who have SEND and are eligible for pupil premium support (21%) to have improved outcomes.	Pupil Premium data for SEND & PP for reading, writing and maths will show a sustained or narrowing of any gaps.



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: £6,600.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Delivering High Quality Interventions	<i>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</i> EEF	1, 2, 3, 7
PiXL Tracking and Intervention Programme	<i>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</i> Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2, 3, 7
Professional Development: NPQ	<i>As with the Early Career Framework, the NPQ programmes are built on the contents of frameworks underpinned by a body of trusted sources of research. In addition to highlighting knowledge and skills that are integral to effective teaching and learning, some frameworks also include topics such as ‘governance and accountability’ and ‘implementation’.</i> https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf	1, 2, 3, 7



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

Budgeted cost: £54,050.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA Interventions	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2, 6
Tutoring- Year 6 SATs Year 5 Summer booster	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	2, 6
EAL Support-Flash Academy	<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>	2
Speech and Language	<p>Speech and language intervention strategies for children who have been seen by outside agencies and made recommendations to support and improve speech and language for specific children. This is alongside teaching strategies used daily in the classroom including scaffolding and modelling high quality speech.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=speech%20and%20language</p>	1, 2, 3, 4, 6



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

Budgeted cost: £51,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and welfare support	<p><i>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</i></p> <p><i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</i></p> <p><i>Admin staff manage attendance and support families to improve attendance. LOA and persistent absenteeism is referred to outside agency (WAS) to proceed with next steps in attendance and work with families to improve attendance.</i></p>	4,5
Wrap around to support attendance	<p><i>Support with uniform, transport, wake up routines or emotional wellbeing.</i></p> <p><i>PP children receive free wrap around care to support attendance.</i></p> <p>https://www.gov.uk/government/publication/s/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	5
Trips	<p><i>At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Enrichment EEF</i></p>	1, 4, 6, 7
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All
Parent Reading Cafe	<p>Encourage and support parents when reading at home with their children and emphasise the importance of reading at home alongside in school.</p>	1-6



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	<p><i>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate ...risk, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=parent</p>	
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Total budgeted cost: £ 112,480.00

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 2024 – 2025 academic year.

Attainment

Data Analysis for Academic Outcomes:

2024-2025 Pupil Premium vs National Data

Year group	Area	National 2025	LA 2025	Northlands Data 2025	National PPG Data 2025	LA PPG 2025	Northlands PPG 2025
EYFS	GLD	68.3%	68.6%	76.7%	51%	44%	50%
Year 1	PSC	79.9%	79.2%	85.7%	67%	60%	100%
KS2	Y4 MTC (average)	13.73	13.15	16.22	N/A	N/A	N/A
	Expected Combined RWM	62.1%	60.6%	67.7%	47%	40%	47%
	Expected or above Reading	75%	74.9%	74.2%	63%	58%	53%
	Expected or above Writing	72.2%	71.3%	74.2%	59%	54%	60%
	Expected or above Maths	74%	72.5%	80.6%	61%	53%	73%
	Expected or above GPS	72.6%	72.8%	61.3%			46%
	Greater Depth Combined RWM	8.3%	6.9%	6.5%			7%
	Greater Depth Reading	33.3%	35%	29%			23%
	Greater Depth Writing	12.8%	9.9%	6.5%			7%
	Greater Depth Maths	26.2%	26.2%	29%			15%
Greater Depth GPS	29.4%	29.5%	32.3%			23%	

Above or in line with National

Broadly in Line with National

EYFS

Our EYFS data was 76.6% GLD which was above national at 67.7%. 50% of PP children achieved GLD at Northlands Primary compared to 78% of their non-PP peers. It is the case that we require time to catch pupils up and the impact of this be seen in KS1 outcomes.

KS1

Our PSC data demonstrates that 100% of those in receipt of Pupil Premium passed the phonics screening check which was significantly above national statistics. This was a similar picture in our overall percentage of those achieving a pass as Northlands was 85.7% compared to national at 79.9%.

KS2

In our end of KS2 SATs, 47% of PP children achieved combined reading, writing and maths in line with national. In writing, 60% of PP children achieved the expected standard, which was above national and similarly in maths, 73% of PP children achieved the expected standard, which was again, above national. In reading, only 53% of PP children achieved the expected standard which was below national: to combat this, our SDP focus is to increase pupil fluency which we have done through prosody checks of children who are at risk of falling behind; targeted support in class for those children with



slow reading speeds (a byproduct of lack of fluency) and held parent reading cafes to emphasise the importance of reading with children regularly at home and how best to support their child's reading journey as well as offer time to read 1-1 with their child in school.

As a school, we remain focused on the importance of oracy as data continues to show that disadvantaged children have poorer oral skills than their peers. Our SDP focuses on improving the oracy of all pupils in school with strategies in place to encourage this including the following: spotlight on oracy; poetry read aloud competitions; teaching strategies that have become embedded in teaching practise and are part of the 'Northlands Way' and the use of dictation to link oracy and writing as suggested by the writing framework.

Through monitoring of interventions, >90% demonstrated strong progress outcomes of children, including those that are disadvantaged.

Attendance and Behaviour

Our recent Ofsted inspection in April 2025 suggested that *'Pupils' behaviour is exemplary'* and went on to add that *'Through the 'Northlands characteristics', pupils learn about themselves and others. For example, they learn the importance of recognising and managing their emotions. They behave well, know that they learn from their mistakes and the value of persevering.'*

Our internal monitoring shows strong behaviour for learning for all pupils, including those described as disadvantaged. Pupils with complex SEMH/SEND are receiving targeted approaches detailed on their positive intervention plan (PIP) which are regularly reviewed, and we seek advice where appropriate from external bodies. Self-regulation is an important aspect of being a successful learner and we continue to prioritise this through our Northlands Characteristics and all the in-school systems to support the wellbeing and learning behaviours of our pupils.

The DfE attendance records demonstrate that overall attendance of PP children during the academic year 2024-2025 was 95.6% compared to 96.7% non-PP children and persistent absenteeism amongst both disadvantaged and non-disadvantaged pupils is an ongoing area for improvement.

Enrichment

Club records show 17% of disadvantaged pupils attend extra-curricular activities. Trip records demonstrated that 100% of disadvantaged children attended class trips and educational visits and received 50% discount where necessary to support attendance. Residential visit records show that 100% of PP children attended that wanted to be part



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of the experience and for those that did not attend, it was not because of financial constraints.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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



Further information (optional)

Additional activity

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities 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.

Planning, implementation, and evaluation

When planning Northland Primary's pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, 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 the 'explore' phase, to help us diagnose specific pupil needs and work 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 for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.