

# Pupil Premium Strategy Statement 2025-2026

## Northhill CE Academy



This statement details our school's use of pupil premium (and recovery 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	66
Proportion (%) of pupil premium eligible pupils	21%
Academic year that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	17.12.2025
Date on which it will be reviewed	July 2026
Statement authorised by	Siobhan Wright
Pupil premium lead	Siobhan Wright
Governor / Trustee lead	Sandra Munday

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,635
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£13,635</b>
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

# Part A: Pupil premium strategy plan

## Statement of intent

At Northill CE School the funding we receive for Pupil Premium is used to support children both academically and pastorally.

We aim to use the funding available to target as many children as possible, including those who may not be eligible for Pupil Premium, but are considered to be disadvantaged for a number of reasons.

Our aims are to:

- Provide high quality teaching and learning, assessment and feedback which supports our children to make good progress and learn more and know more.
- Provides an opportunity for adaptive teaching, responding immediately to areas where children are making less than expected progress and identify gaps in learning.
- Provide children with additional support in terms of intervention, where needed. This may include: pre-teaching, small group interventions, 1:1 support where suitable and an opportunity to revise and revisit areas which are challenging.
- Provide access to a range of learning resources and strategies to support children learning at home and at school.
- Support children's pastoral and social and emotional needs, through a range of nurture interventions and opportunities, designed to build resilience, gain confidence and an awareness of how to cope in challenging circumstances.
- Ensure that our children's mental health and well-being is well supported and a high priority.
- Ensure that all children are able to experience and benefit from a wide range of extra-curricular and enrichment opportunities, through providing free clubs and subsidised school trips / residential experiences.

Our work in support of disadvantaged children over the last few years has been to focus on the needs of the individual children and to use a range of strategies, both academic and pastoral to remove as many barriers to learning as possible.

A variety of strategies have been used for some time, e.g. Speech and Language support, which has been used regularly to support a number of children to develop their ability to access the curriculum.

Key principles of our Strategy Plan include:

- Using the funding to support as many children as possible, through the flexible use of support for all disadvantaged children.

- To ensure that pastoral elements such as social and emotional needs and also children's good mental health are at the core of our work.
- To remain flexible and adaptive with interventions, through regular review and assessment and altering provision wherever needed.
- Using the EEF Research materials linked to Pupil Premium and Disadvantaged learners to select strategies and review provision.

## Challenges

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

Challenge number	Detail of challenge
1	Children have an over reliance on the use of phonics to read and need to develop a reading approach which is based on the teaching of reading in its entirety.
2	Barriers to children in EYFS include poor fine motor control, which impacts on their ability to write. Handwriting skill across the school, is a barrier to children accessing the curriculum.
3	The ability to spell accurately is a barrier for all children. The low levels of spelling are preventing children from writing well and making good progress.
4	Children can have an isolated life outside of school and may not have access to clubs, extracurricular experiences and may, as a result have a low cultural capital.
5	A proportion of our PP eligible children also are on our SEND register, requiring individual plans and support to be provided. Enhanced personal support is required to ensure children have access to our curriculum provision and that they can access resources which are specific to their individual needs.
6	A barrier to some children is linked to their financial capacity. Trips, uniforms, and extra-curricular events are not always accessible.
7	Some children have difficulties with their mental health which causes them to disengage from their learning and causes them ongoing distress.
8	Some children have poor attendance and the barrier of inconsistent school attendance is preventing them from making good progress in the basic skills of Literacy and Numeracy.

## Intended outcomes

This explains the outcomes we are aiming for by the end of the 2024/2025 Academic Year, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<ul style="list-style-type: none"> <li>• Children to complete series of interventions running alongside QFT to increase the rate of progress in:</li> </ul>	<ul style="list-style-type: none"> <li>• Improved fine motor control leading to greater skill with the mechanics of writing.</li> </ul>

<p>Phonics Reading comprehension Handwriting Spelling</p> <ul style="list-style-type: none"> <li>• Children to have developed their resilience and communication skills and be able to verbalise their emotions more effectively.</li> <li>• Staff training for Phonics is completed – leading to better QFT evidenced in classrooms.</li> <li>• Reading texts to be enhanced through the purchase of high quality texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics is well embedded and children have a clear knowledge and understanding of reading without the reliance on phonics.</li> <li>• Standards in reading, specifically comprehension, improve.</li> <li>• Spelling evidenced in written work improves, key words are spelled correctly and writing standards improve.</li> <li>• Staff are well trained and able to rapidly move children’s learning forward. Standards in reading and writing increase as a result.</li> <li>• Texts are in place and used to support reading progress. Standards increase.</li> </ul>
<ul style="list-style-type: none"> <li>• Children who are SEND and PP have targeted support which meets the needs of the children.</li> <li>• Resources purchased to use to support Teaching and Learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Resources / Schemes and Strategies are in place and are being used effectively to support individual needs.</li> <li>• Children’s individual plans are in place and linked to SEND and PP needs.</li> </ul>
<ul style="list-style-type: none"> <li>• Through targeted intervention children’s academic ability increases. Gaps are identified and addressed, leading to greater progress and more children achieving the age-related expectations.</li> <li>• Phonics, early reading, Reading fluency and comprehension, Standards in early reading and phonics has increased.</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions to be used to support pre-learning, small group revision and 1:1 additional support where required.</li> <li>• Assessments – formal and informal to be used to determine gaps in learning, areas to be revisited and misconceptions to be addressed.</li> <li>• Targeted support following Phonics assessments, to be used to ensure children’ read well and can access the full curriculum.</li> </ul>

## 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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of reading resources and Staff training for writing scheme.  Purchase of Spelling Scheme and staff CPD.	EEF research on Improving Literacy in KS1 and KS2. High quality focus on vocabulary and understanding of language in text. Teaching children to use strategies for planning and monitoring their writing.	1, 2, 3, 5, 7.

Specific focus on identifying gaps and supporting children to make good progress.		
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## Targeted academic support

Budgeted cost: £8000 (Vast majority of funding on intervention, targeted support, small group and 1:1 sessions.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention and Pre-Learning for: Spelling Handwriting Fine Motor Control  Additional Reading interventions – ‘Coram Readers’	EEF research on Phonics and its positive overall impact on children’s standards of reading and writing. EEF research on Early Intervention and supporting the Language Development of children.	1 and 3
Phonics and early Reading Intervention.	Sessions are matched to the needs of the children through careful assessment and diagnostic tasks. Phonics used as the key strategy to develop fluency and enhance comprehension. Reading is a key driver in children being able to access wider curriculum learning both inside and outside of school.	1, 3, 5 and 6
Social and Emotional, wellbeing support, additional adult to support EHCP child when required/	Needs of the children to be met as detailed in EHCP support and through PP entitlement. Children who requires pastoral support to be provided with Time to Talk and Brick Club.	2, 3, and 5

## Wider strategies

Budgeted cost: £ 1,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and Use of: Maths manipulatives / resources.</p> <p>Intervention strategies for SEND / PP children.</p> <p>Staff Training and delivery of sessions.</p>	<p>Improving SEND children's access to the curriculum and adapted lessons support development of Metacognition and Self-Regulation.</p> <p>Improving Maths Fluency and Arithmetic.</p> <p>EEF Research and recommendations on Metacognition and Self-Regulation.</p>	<p>3, 4 and 5.</p>
<p>Subsidised opportunities for extra-curricular learning, enrichment and experiences.</p> <p>Uniform provision for some children.</p> <p>e.g. Subsidised school trips and residential.</p>	<p>(NB Links to Sports Premium Spending)</p> <p>Providing opportunities to experience the arts, sporting opportunities and experiences beyond the Curriculum.</p> <p>Providing aspirational opportunities to all children, regardless of circumstances.</p> <p>Educational visits, theatre trips, Leadership Conferences / Pupil Voice, Sporting opportunities, residential and curriculum based school visits.</p>	<p>4, 6 and 7</p>

**Total budgeted cost: £**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Impact of 24/25 funding.

66.67% of children achieving the GLD, most notably in Prime areas of Reading, Writing, Maths.

Speaking and Listening / Communication, Language and Literacy improved across the board.

Year 1 phonics – all but 2 children passed screening, demonstrating phonics teaching and progress is good. Teaching and Learning has been effective and children are reading well.

Year 2 Phonics retakes 100% met the standard.

Reading 83%, Writing 75%, 92% met Maths standard in Year 2.

KS2 children demonstrated increased progress and greater ability to retrieve information, infer and deduct and answer comprehension questions.

Children have developed their ability to talk about their emotions, manage socially and emotionally and deal with challenges that arise.