

# Pupil premium strategy statement – Northfield St Nicholas Primary Academy

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	292 (not including nursery) 307 (including nursery)
Proportion (45%) of pupil premium eligible pupils	
1	2025-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Iain Owens
Pupil premium lead	Lindsay Higgins
Governor	Catharine Earl

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £238,047
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</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>	£ £238,047

# Part A: Pupil premium strategy plan

## Statement of intent

Northfield St. Nicholas Primary Academy is a primary school which serves an area of high deprivation with the proportion of pupils in receipt of pupil premium significantly above the national average. The local deprivation indicator places the school in the highest quintile, the top 20% nationally. At NSN, 2025 data show FMS6 pupils = 49.7%. Both school location deprivation and pupil-based deprivation are 'well above' national averages. The majority of the pupils are of White British heritage although there are an increasing number who have English as an additional language. Lowestoft is a highly challenging area to recruit due to being a secluded coastal town with very limited infrastructure. The closest city is Norwich which is 30 miles away (50 minutes plus by car), which also has the closest University. Local transport infrastructure is poor, although improving with clean industry investment projects and a new additional road £70m bridge. However, historic challenges currently remain making it still hard to recruit and retain high quality teaching staff.

Our Statement of Intent is 'Working together to achieve excellence for all.' This means that that we are striving to achieve excellence for all: children, staff and the wider community, in all that we do. For our children, we aim to achieve this in a number of ways including removing barriers which may otherwise prevent them from achieving their potential. By doing this we aim for the children to be academically, socially and emotionally able to continue to the next stage of their education.

To supplement this, the frequent reminders: 'Look Smart, Think Smart, Be Smart' and 'Think Kind Thoughts, Have Kind Behaviour, Say Kind Words' can often be heard around the school and help to set sturdy foundations to achieve these aims. We recognise that a successful academic education through a broad and balanced curriculum, combined with raising aspirations and self-belief are the key components of future success for the children of Northfield St Nicholas. Basic skills in reading, writing and maths underpin our curriculum since the acquisition of these skills is fundamental to children being able to excel in other subjects, be well equipped for the next stages of their education and eventually gain fulfilling employment.

Our pupil premium strategy tackles key challenges using a tiered approach, which permeates all actions, development plans and practice within our school. We focus on 3 areas: improving the quality of teaching; targeted intervention and catch-up support; wider strategies to support social and emotional wellbeing.

Our key principles follow educational research and evidence into successful practice, both locally working with our colleagues and local services and nationally utilising the EEF research. For our disadvantaged pupils we ensure that:

- All staff members know who our pupil premium children are
- All pupil premium children experience high quality teaching rooted in Adaptive teaching ethos
- All pupil premium children receive high quality feedback, guided support and challenge to move their learning on
- Pupil premium children are targeted for additional interventions and targeted catch up support

- Pupil premium children's families are effectively supported to ensure barriers to learning are removed so that pupils can access their education, with their basic needs met.

Our main goal is to ensure that pupil premium children's achievements are in line with their non-pupil premium peers and where they are not, we are seeking to actively close that gap.

## Challenges

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

Challenge number	Detail of challenge
1	On entry to EYFS, a significant number of PPG pupils present with limited school readiness, particularly in the areas of attention and listening.
2	There are high rates of persistent absence for some PPG pupils. This is due to some parents demonstrating limited awareness of the importance of consistent/positive school engagement and its direct impact on pupil learning engagement & academic outcomes.
3	High rates of social deprivation result in limited family engagement and support in educational activities which can adversely affect students' aspirations and diminish their motivation to achieve high academic outcomes particularly in early reading.
4	Low aspiration, low engagement with academic expectations, poor self-regulation skills result in a considerable proportion of pupils having attachment difficulties and social, emotional, and mental health (SEMH) needs. These challenges often hinder their readiness to engage in classroom learning and contribute to increased incidences of behavioural issues within the school environment.
5	There is a recognised need to strengthen foundational skills across the school, with a focus on ensuring consistency in teaching and learning and closing attainment gaps arising from low starting points for many PPG pupils.

## 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
Children to be Y1 ready because they make accelerated progress to achieve ELGs.	<ul style="list-style-type: none"> <li>• Attainment at the end of EYFS is in line with or above national.</li> <li>• Foundational skills are secured in communication and language, reading, writing and maths for (60% of children by the end of EYFS)</li> </ul>

Persistent absence, high rates of unauthorised absence and pupils not being school day ready	<ul style="list-style-type: none"> <li>• Reduction of PA to be in line with non-PPG pupils across the school.</li> <li>• Improved attendance in line with national and 'need to reach' families supported via dynamic early help offer</li> <li>• Reduce the number of PPG pupils being EHE.</li> </ul>
Increased parent engagement with school-based activities and events.	<ul style="list-style-type: none"> <li>• Increased sign up for parents to community and school events e.g. learning cafes.</li> <li>• Parents feel more confident in supporting their children with reading and home learning.</li> <li>• Children read more at home with family members</li> <li>• Phonics outcomes from disadvantaged pupils to be 75% at the end of year 1.</li> </ul>
Pastoral support for pupils and families is effective in supporting them with strategies to manage feelings and behaviour.	<ul style="list-style-type: none"> <li>• Fixed term suspensions in 2025/6 reduce by at least 50% based on 2024/25 figures.</li> <li>• Pupils engage and respond to targeted provision, active coaching and mentoring for pupils to engage effectively</li> <li>• Increased attendance and engagements of after school sports clubs available for disadvantage pupils to provide targeted support including self-esteem, social skills, oracy and attendance.</li> </ul>
Disadvantaged gap diminishes across all year groups.	<ul style="list-style-type: none"> <li>• Foundational knowledge is secured, and gaps are identified and addressed in a timely fashion. Where gaps remain, these are being closed quickly.</li> <li>• Case studies demonstrate families' success through intervention and school based/directed support</li> <li>• Disadvantaged pupils' attainment is in line or above compared to their non disadvantaged peers nationally.</li> <li>• An aspirational target of at least 65% of disadvantaged pupils achieve outcomes in RWM at the end of KS2</li> </ul>

## 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: £ £66,653

Activity	Evidence that supports this approach	Challenge number(s) addressed
The EYFS Leader to implement targeted CPD through supervision time to equip all Early Years staff with the skills, knowledge, and resources necessary to close attainment gaps for Pupil Premium Grant (PPG) children. This training ensures staff can deliver effective, individualised support during provision time to address specific learning needs.	In the <b>“Preparing for Literacy” Guidance Report (2018)</b> , EEF recommends: Supporting staff to develop their <b>knowledge of early language development</b> . Using CPD to improve <b>adult-child interactions</b> , which are crucial for language and cognitive development in EYFS. EEF trials such as <b>“Early Years Professional Development Programme”</b> have shown that targeted CPD can improve practitioners’ confidence and practice, which in turn supports better child outcomes.	1,5
Deliver whole-school CPD focused on effective strategies for teaching foundational skills to enhance teaching of foundational skills across the school through targeted CPD and strategic support for disadvantaged pupils.	<b>EEF Evidence Supporting Teaching of Foundational Skills for Disadvantaged Pupils</b> <b>1. Preparing for Literacy (EEF, 2018)</b> Emphasises the importance of <b>developing foundational language and literacy skills</b> in the early years. Recommends <b>targeted support</b> for disadvantaged children to close gaps early. Suggests that high-quality adult-child interactions and structured teaching of phonological awareness, vocabulary, and oral language are key. <b>2. Improving Literacy in Key Stage 1 &amp; 2</b> Foundational skills such as <b>phonics, oral language, and vocabulary development</b> are shown to have a strong impact, particularly for disadvantaged pupils. Structured teaching and <b>explicit instruction</b> are effective strategies.	1,5

Release the Assistant Headteacher (AHT) to lead team teaching and conduct regular monitoring of teaching practice, with a specific focus on improving outcomes for underachieving pupils eligible for Pupil Premium.	EEF Evidence Supporting Quality First Teaching (QFT) <b>High-Quality Teaching as the Most Effective Strategy</b> The <b>EEF “Closing the Attainment Gap” Report (2017)</b> states that <b>high-quality teaching</b> is the most important lever schools have to improve outcomes for disadvantaged pupils. It recommends prioritising <b>improving teaching quality</b> over other interventions, especially for pupils eligible for Pupil Premium.	3,5
Purchase of the CUSP Curriculum & resources	CUSP is an evidenced-led curriculum developed by research-focused pedagogy. It is highly ambitious and is designed to improve outcomes for pupils but also develop teacher subject knowledge. <b>Supporting high quality teaching</b> is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can <b>narrow the disadvantage gap</b> .(EEF)	3,5

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

Budgeted cost: £ £71,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional THRIVE support staff have been retained to provide targeted engagement for Pupil Premium Grant (PPG) pupils experiencing social, emotional, and learning (SEL) challenges. This provision is designed to support vulnerable learners and promote improved access to the curriculum, thereby reducing the risk of suspension and underachievement	<b>EEF:</b> Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. <b>Impact:</b> On average, mentoring leads to <b>+2 months of additional academic progress</b> . <b>Purpose:</b> Focuses on building <b>confidence, resilience, and aspirations</b> , rather than direct academic instruction. <b>Target Group:</b> Often used for pupils who are <b>at risk of exclusion or educational failure</b> . <b>Delivery:</b> Typically involves <b>one-to-one sessions</b> with a mentor (adult or older peer) over a sustained period	2,3,4,6
Retention of additional classroom support staff to	<b>Academic Support</b>	2, 3

enable PPG children to receive daily: Small group tuition Structured phonics or reading programmes Catch-up maths interventions	EEF's Tiered Approach to Pupil Premium spending recommends using LSAs to deliver targeted support, such as:  Small group tuition and one-to-one support show moderate to high impact when delivered by trained staff.  The impact is greater when interventions are well-structured, linked to classroom learning, and monitored for effectiveness.	
Use NELI as a structured, evidence-based programme designed to improve the oral language skills of children in Reception and Key Stage 1, particularly those at risk of falling behind. Staff to utilise assessments to help close the attainment gap for disadvantaged pupils through the focus areas of Vocabulary, listening, narrative skills, and phonological awareness.	Backed by EEF research, which found NELI to be one of the most effective early language interventions.  Proven to have a positive impact on language development, which is closely linked to later literacy and academic success.	1,3
Provide targeted academic support to underachieving Upper Key Stage 2 Pupil Premium pupils through subject-specialist intervention by deploying a teacher with subject expertise to deliver weekly small group tutoring sessions focused on closing attainment gaps for identified Pupil Premium pupils at risk of underachievement.	<b>Targeted Academic Support</b> EEF's <b>tiered approach</b> to school improvement and Pupil Premium spending recommends small group tutoring as a key strategy for supporting disadvantaged pupils. It is most effective when: Based on <b>diagnostic assessment</b> . Includes <b>structured programmes</b> . Is <b>monitored for impact</b> . Findings suggest that <b>structured, consistent tutoring</b> can help close attainment gaps, especially in literacy and numeracy.	3,5

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

Budgeted cost: £ £99,979

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release for teachers to complete learning cafes for parents to develop their knowledge of phonics, maths and English so they understand how their	EEF research shows that there is an established link between the home	3,4



children are learning and can support them further at home.	<p>learning environment at all ages and children's performance at school.</p> <p>Schools and parents have a shared priority to deliver the best outcomes for their children</p>	
Release and training for staff to complete no outsider's workshops/cafe with parents to develop parents understanding of protective characteristics	EEF research shows that there is an established link between the home learning environment at all ages and children's performance at school. • Schools and parents have a shared priority to deliver the best outcomes for their children	3,4
Experienced support staff and members of the Senior Leadership Team (SLT) are strategically deployed during lunchtimes to deliver focused clubs and structured provision. This initiative places particular emphasis on engaging Pupil Premium Grant (PPG) pupils identified as being at increased risk of suspension or breaches of the school's behaviour policy.	<p>EEF's Teaching and Learning Toolkit shows that social and emotional learning approaches can have a moderate impact on academic outcomes.</p> <p><b>Lunchtimes that promote positive social interaction</b>, structured play, and adult-led activities can support SEL development.</p> <p>Behaviour Interventions</p> <p><b>Structured and supportive environments during unstructured times (like lunch)</b> can reduce behavioural issues and improve engagement in learning.</p> <p>EEF notes that whole-school behaviour approaches, including supervision and routines during lunch, contribute to better outcomes.</p>	2,4
Attendance lead employment to improving attendance outcomes, particularly for disadvantaged and vulnerable pupils.	The role of an Attendance Officer aligns with evidence-based strategies for improving pupil outcomes. By monitoring attendance, engaging families, and coordinating early intervention, this role supports improved engagement, reduced absence, and better academic progress - particularly for disadvantaged pupils	
<p><b>Family Liaison and Safeguarding Support Strategy</b></p> <p>The school has dedicated <b>Family Liaison Officers</b> and <b>Safeguarding Leads</b> in place to strengthen family engagement, promote pupil wellbeing, and ensure robust safeguarding practices—particularly for disadvantaged and vulnerable pupils.</p>	The roles of Family Liaison Officers and Safeguarding Leads align with evidence-based strategies for improving pupil outcomes. Their work in strengthening family engagement, supporting emotional wellbeing, and coordinating targeted interventions contributes to improved attendance, behaviour, and academic progress - particularly for disadvantaged and vulnerable pupils	3,4

Through the PE Shed, pupils eligible for Pupil Premium Grant (PPG) will benefit from access to high-quality sports coaching, enhancing their physical development and overall wellbeing via targeted extra-curricular provision.	<b>EEF:</b> <b>Physical participation:</b> The average impact of the engaging in physical activity interventions and approaches is about <b>an additional one month's progress over the course of a year</b> Participating in sports and physical activity is likely to have wider health and social benefits. There are <b>wider benefits</b> from regular physical activity in terms of <b>physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</b>	2, 4
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**Total budgeted cost: £ 99,979**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

The high proportion of EYFS pupils requiring specialist support—many of whom have now transitioned to specialist settings—had a significant impact on the 2024/25 GLD outcomes. Additionally, there was insufficient forensic analysis of termly assessment data, which limited the effectiveness of strategic interventions.

Phonics outcomes remain below national averages, influenced by a high proportion of pupils with additional special educational needs. The newly established leadership team has prioritised strategic development in Key Stage 2 and the induction of Early Career Teachers, which has led to limited emphasis on the systematic use of termly assessment data in early reading.

Monitoring and evaluation activities indicate that the quality of teaching across the school is consistently good, with the many pupils making strong progress from their individual starting points. However, some learning gaps remain and addressing these will remain a key priority throughout 2025/26. Detailed pupil outcome data is regularly shared and discussed with Governors through structured monitoring processes and scheduled meetings.

In 2025/26, leaders will continue to prioritise attainment and progress for disadvantaged pupils with AHT to lead on raising academic outcomes will provide additional focus.

#### **Pastoral support and Attendance**

The school provides a high level of pastoral support to children and families, tailored to individual needs. In 2024/25, this included a broad range of interventions such as mentoring, 'Listening Ear' sessions, Young Carers support, Thrive provision, and practical assistance through food bank access and school uniform provision. Pupil voice reflects that children feel safe, valued, and listened to 'Pupils trust school staff, feeling listened to and valued.'

Attendance is rigorously monitored by the Attendance Lead and senior leaders, with early help strategies implemented to promote regular attendance and punctuality. These include Breakfast Club provision, targeted communication (letters and meetings), attendance cards, and close collaboration with the Education Welfare Officer (EWO) service. In 2024/25, attendance for disadvantaged pupils was 93.6%, with persistent absence recorded at 14.3%.

In 2025/26, the school will continue to prioritise pastoral care, attendance, and punctuality, particularly for pupils vulnerable to underachievement, as part of its ongoing commitment to equity and inclusion.

Suspensions decreased from 151 (23/24) - 91 (24/25)

### **High engagement in the curriculum and Enrichment opportunities**

Pupil voice and ongoing monitoring of teaching and learning indicate high levels of engagement with a curriculum that has been thoughtfully designed to foster ambition and raise aspirations. The curriculum is further enriched through a wide range of educational visits, experiences, and guest speakers, providing pupils with opportunities they may not otherwise encounter.

In 2024/25, the school offered a broad and varied programme of extra-curricular clubs. All disadvantaged pupils participated in at least one club, ensuring equitable access to enrichment activities and supporting wider personal development.

## **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.*

<b>Programme</b>	<b>Provider</b>
CUSP	Curriculum with Unity Schools Partnership
SALT	Wellcomm/NELI

## Service pupil premium funding (optional)

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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*