

This statement details our school's use of pupil premium (and recovery 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	Djanogly Northgate Academy
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	42% (167)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Charlotte Pitkin
Pupil premium lead	Charlotte Pitkin
Governor / Trustee lead	Martha Longden/ Tim Jeffs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,674.35
Total budget for this academic year	£211,674.35

Part A: Pupil premium strategy plan

Statement of intent

Northgate's pupil premium strategy is based on the following objectives:

- For the progress and attainment of our disadvantaged pupils to be in line or above the national average
- For all of our disadvantaged pupils to be confident, aspirational and compassionate global citizens
- For every disadvantaged pupil to have the knowledge and skills necessary to be successful at secondary school and beyond

This pupil premium strategy is planned in alignment with the tiered approach to school planning, focusing on a smaller number of strategies with the potential to make a real and meaningful difference for our pupils. We have maintained a strong focus on the quality of teaching, as we know this has the greatest influence on student outcomes, whilst also ensuring targeted interventions and wider strategies for behaviour and wellbeing are in place.

Raising the quality of teaching across school is included in our Academy Improvement Plan as a priority. Significant time has been invested in building teacher's confidence and expertise in strategies that will support and challenge all of our pupils. Embedding a recognised teaching and learning programme, devoting regular staff meeting time and using teaching strategies as targets in performance management reviews is ensuring that teachers are given both the support and challenge to improve their practice.

As part of a larger, trust-wide strategy, teaching assistants have had significant training in providing effective provision as well as leading structured interventions from the 'Every Child Counts' programme. In response to rising numbers of children with EAL coming to school, an EAL specialist supports the planning, resourcing and delivery of daily targeted, small-group interventions which provide children with the foundations and confidence to access learning in their classrooms.

The challenges faced by so many of our children in the community is met with a family support worker who provides additional support for pupils and their families. In addition to this, an inclusion mentor supports provision for our most disadvantaged children with small group sessions, working alongside colleagues to design opportunities to develop key learning skills and instil the confidence children need to be successful in whole-class environments. We recognise that high attendance of all pupils, particularly those who are disadvantaged, is crucial to their success, which is why we invest in weekly assemblies and incentives for pupils to attend school every day and on time. We also employ the services of an Attendance Officer. This role supports families with attendance, helping to reduce barriers, provide guidance and deliver the message of the importance of daily and on time attendance.

Challenges

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

Challenge	Detail of challenge
1	Children have limited spoken language skills, whether English is the first language or not. This impacts on their ability to communicate on paper.
2	Social, Emotional and Mental Health issues and a lack of confidence for a number of pupils has hindered their access to the full curriculum and their progress.
3	Parental support for children's learning is improving but remains a barrier.
4	Low aspirations within the community where education is not valued by some of our groups.
5	Limited life experiences means that some children struggle to access texts and relate to the wider curriculum.
6	Children begin school with big gaps in their knowledge and without key learning skills they need to achieve their potential across the curriculum.

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 have access to high quality provision with rigorous assessment used to target individuals for interventions	PP children attaining in line with national benchmarks. Progress is good. Staff ratios are positive, well trained in strategies to support and promote accelerated progress.
Improved oracy skills lead to children's increased ability to write fluently and creatively.	PP children attaining in line with national benchmarks. Progress in reading and writing is good.
Children are better able to manage their behaviour independently and demonstrate positive attitudes towards their learning	Individual behaviour plans support children to engage with their learning consistently and productively
More parents actively engage in their children's learning and share the school's high aspirations for their children.	PP children attaining in line with national benchmarks. Progress is good.
All children have equal access to a wider range of life experiences.	PP children attaining in line with national benchmarks. Progress is good. PP children are accessing extra-curricular activities.

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: £XXXXXX

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Regular CPD programme based on WALKTHRU's teaching strategies using instructional coaching</i></p> <p>£2,500</p>	<p>Instructional coaching has the best evidence base of any form of CPD.</p> <p>Research shows that practicing and rehearsing manageable aspects of teaching practice leads to habitual change that impacts positively on student outcomes.</p> <p>Learning walks and staff voice have shown that modelling is more scaffolded and supportive for all children and all children's understanding is regularly and accurately assessed</p>	6,2
<p><i>Pupils making accelerated progress in order to catch up and achieve ARE through focussed 1:1/small group interventions run by teacher</i></p> <p>6 hours per week (€4560)</p>	<p>Proven school approach which has led to reducing below national gaps and is research backed through use of effective pedagogy and feedback</p> <p>EEF Toolkit evidence shows that learning feedback is very high impact</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	6,2
<p><i>Now Press Play scheme</i></p> <p>£2,500</p>	<p>Children have shown increased engagement in their learning and a deeper understanding of other parts of the world and different periods in history, making up for missed life experiences. This provides our children with wider life experiences</p>	6,5,1
<p>x2 HLTA €30K each</p>	<p>The EEF's Teaching and Learning Toolkit suggests that well-trained teaching assistants can have a positive impact on pupil outcomes, especially when they provide targeted interventions in one-to-one or small group settings. Their report highlights that effective deployment and training of teaching assistants can improve student attainment by approximately 3-4 months of additional progress per year.</p> <p>This increased capacity across school will also help release teachers to work with children to ensure that quality first teaching is delivered to more pupils and impact on progress</p>	
<p><i>TA salary subsidy.</i></p>	<p>This subsidy allows for TA to support to every year group making impact on the whole cohort.</p>	

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

Budgeted cost: XXXXX

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA x1 staff trained to deliver. £600	Implementing Emotional Literacy Support Assistant (ELSA) training for staff benefits Pupil Premium students by addressing emotional issues like anxiety and low self-esteem, which can hinder academic progress. ELSAs provide tailored support, improving concentration, participation, and overall performance. They also help develop social skills, enhancing peer relationships and classroom dynamics. With specialized training, ELSAs effectively support students' mental health, ensuring disadvantaged students receive comprehensive support for academic success and personal development.	2,3
TAs trained on targeted, scripted interventions for maths and writing £3,000	An improvement in intervention provision and consistency, with correct language and strategies always being modelled Breaking Barriers https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,6
Speech and language therapy 2 days per half term £9,000	Communicating clearly and making themselves heard is a real challenge for lots of Northgate pupils due to a lack of modelled language outside of school. Speech and language has proven to improve confidence and vocabulary in pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2
EAL learning mentor providing small group interventions EEF £19,000	Increasing numbers of children with EAL starting school, many of whom are pupil premium. Outcomes for EAL pupil premium children have been above national in previous years due to this provision https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-teaching-assistants-a-holistic-picture	1,2
NELI intervention for early years Web link £2,500	Nationally approved programme that impacts positively on language acquisition and development for all young children https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	1,2
TT Rockstars £300	Children who are more fluent with their multiplication facts can better access more challenging maths problems. TT Rockstars has led to a raised level of engagement in times table recall from Year 2 to Year 6	3,6

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

Budgeted cost: £ XXXXX

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Inclusion mentor supports children, identifying bespoke, impactful provisions</i> £15,000	Greater capacity for school to work collaboratively with parents to identify and address the learning needs of individual children. Behaviour plans are effective in meeting the specific needs of individual children. Greater awareness of research-backed approaches to support children with specific challenges such as attachment disorder	2,3
<i>Family support worker</i> £19,000	Huge beneficial impact on a number of high profile families in previous years. National evidence shows that early intervention is a successful strategy in safeguarding children and promoting learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3,4,5,6
<i>Triple P Programme led by family support worker</i> £2,500	In previous years at Northgate, this programme has been proven to improve functioning and parental capacity at home, leading to higher attendance for pupils and consequently, improved academic outcomes	3,4
<i>Attendance Officer</i> £15,000	Support for school and families to underscore the importance of regular and timely attendance, keeping families informed of their child's attendance. Vulnerable families are provided with bespoke support to ensure children thrive, attend school regularly and are safe from risks of harm. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	3,4
<i>Free uniform sweatshirt or cardigan for all children</i> £6,500	Uniform gives children a greater sense of belonging and contributes to positive behaviour for learning. Funding to support families during cost-of-living crisis.	2,3,4
<i>Subsidising of school visits, clubs and residential</i> £12,000	Children have engaged in wider curriculum enrichment activities in order to extend experiences and impact positively on learning. These have proven to be particularly important for writing in previous years. Educational inequality has increased and children's mental health – in particular that of pupils from low-	1,3,5

	<p>income homes or with special educational needs – has worsened. School trips are a valuable way to help redress these issues in addition to extra curricular clubs and in school visitors.</p> <p>https://funded.org.uk/advice-hub/how-to-guides/funding-for-school-trips/</p>	
<p><i>Boxall training and Boxall profiles subscription</i> £390</p>	<p>Staff are trained in how to effectively promote positive mental wellbeing through research-backed approaches. Children are taught to think with agency, self-esteem, self-belief and that they have a direct influence over their lives.</p> <p>Boxall training provided to support understanding of children’s needs.</p>	2,4,5
<p><i>SEND services including Behaviour support team</i> £12,000</p>	<p>In previous years, a range of SEND services has enabled us to meet the challenging needs of all pupils, including those with difficult behavioural needs</p> <p>This includes intensive behaviour support, educational psychologies and the learning support team</p>	1,2,3,6
<p><i>Counselling prog. for identified vulnerable children</i> £2,500</p>	<p>Significant impact of external influences on children’s wellbeing are a barrier to some children’s future life chances. Working with a provider who has been proven locally through work with other schools.</p>	2,3,4

Total budgeted cost: £ XXXXX

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 to 2025 academic year.

There are a range of ways we have assessed the impact of strategies undertaken in the 2024 to 2025 academic year including: end of term standardised testing, formative and summative assessments, pupil and parent voice and outcomes in books.

The data below shows the impact our strategies had on pupil premium attainment during the last academic year between Autumn and Summer for end of KS1 and end of KS2. It also shows the attainment in our EYFS.

EYFS Profile (to be completed by 1.00pm on Friday 4th July 2025 + entered into QTrack/Insight)

	Reading (Word Reading)	Writing	Number	GLD
All pupils	62% 26/42	62% 26/42	62% 26/42	62% 26/42
Free School Meals	60% 12/20	60% 12/20	60% 12/20	60% 12/20
School 2024 (all pupils)	65% 31/48	60% 29/48	62% 30/48	60% 29/48
National 2024 (all pupils)	76.2%	71.4%	78.7%	67.7%
National 2024 (FSM eligible)	60.9%	55.2%	65.0%	51.5%

Group attainment tracker 24-25

DIS	Reading			Writing			Maths		
	AUT	SPR	SUM	AUT	SPR	SUM	AUT	SPR	SUM
Year 2	44%	44%	61%	44%	50%	56%	56%	56%	56%
Year 6	22%	55%	64%	11%	19%	71%	7%	19%	55%
			Nat 63%			Nat 59%			Nat 61%

NFER standardised assessments and a review of the scaled scores required for ARE at a Trust level created a dip in performance this was addressed through careful intervention and rigorous pupil progress meetings. This level of challenge and support ensured that

progress was made across the academy to be in line with the expected standards and the targets set at the beginning of the year.

Additional staff were deployed to address identified gaps in core learning, including phonics. The impact of this ensured that phonics outcomes continued to remain positive, despite entry points and disadvantaged attainment in maths, reading and writing was in line with non-disadvantaged peers.

The wraparound care for our vulnerable pupils provided in school support, nurture provision and specialist support such as counselling and group therapy. Attendance levels for our most vulnerable learners was closely monitored to ensure that they received consistent and high-quality provision.

Children who attract pupil premium funding are identified during rigorous pupil progress review meetings to ensure that provisions are in place to meet their wider needs and enable them to make good or better progress.

Review of expenditure 24-25

<p>Walkthru's</p>		<p>Walkthru's continue to form the offer for Colleagues' CPD and underpin the pedagogy used across the Academy</p> <p>Expenditure to continue</p>
<p>Small group intervention</p>		<p>Teacher led intervention groups have had a strong impact on children across school as reflected by end of year assessment data for children in receipt of Pupil Premium funding</p> <p>Expenditure to continue</p>
<p>Now Press Play</p>		<p>Use of the programme has enriched the wider curriculum offer across school. Immersive experiences are accessible for all and create excellent learning opportunities, reducing barriers some children have.</p> <p>Expenditure to continue- Equipment needs refurbishing and discussions to be had with the company to better align the audio plays with our curriculum to ensure coverage.</p>
<p>AFL release time</p>		<p>AFL release time supported the closing of gaps for identified children (with a particular focus on Disadvantage) as seen by</p> <p>Expenditure to not continue</p> <p>Decision to move to employment of HLTA and additional staffing capacity in school for next academic year to address rising need of additional provision across school</p>

<p>TA intervention training</p>		<p>Intervention training has enabled a structured system to be in place and that delivery of interventions is of a high quality and allows for greater uniformity across the academy</p> <p>Expenditure to continue Alongside review of TA CPD programme for next academic year</p>
<p>EAL learning support</p>		<p>The Academy currently has nearly 50% of the children with EAL. The intervention and support provided by the EAL support team is vital in helping children acquire the English they need to thrive in school</p> <p>Expenditure to continue</p>
<p>NELI</p>		
<p>TT Rockstars</p>		<p>Use of TTRS in classroom time across school (including numbots) has been partially responsible for Year 4 MTC check performance which was above national</p> <p>Expenditure to continue</p>
<p>Family support worker</p>		<p>The role of the FSW has been combined with inclusion mentor to consolidate the roles and improve efficiency</p> <p>The Inclusion Mentor role and FSW ensures those with a double disadvantage eg SEND and PP have the highest levels of support.</p>
<p>Inclusion Mentor</p>		<p>Inclusion Mentor role has increased the capacity of the SEND and Inclusion team to better support the academy with the increased need that has been a trend in the last few years.</p> <p>Expenditure to continue</p>

Triple P		Triple P programme supports families in trying circumstances and supports with their parenting skills. This has proven particularly important coming out of Covid and the challenges of parenting that
Attendance Officer		Attendance continues to be and area for concern for the academy and the role of the officer in supporting parents at DNA is part of that solution Expenditure to continue
School Visit Subsidy		This has proven helpful to a range of parents and carers this year- particularly with the year 6 residential. Greater oversight and timetabling for next year will enable a similar amount of money to be more effectively used. Expenditure to continue
SEND services		These have proven invaluable as the need in school has increased and is projected to increase further Expenditure to continue

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
Nurture – Boxall Profiles	Boxall Profile online – Nurture UK
Triple P parenting programme	Triple P UK