

Pupil Premium Strategy Statement 2025-2026

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 & the effect that last year's spending of Pupil Premium had within the school.

School overview

Detail	Data
School name	North Lakes School
Number of pupils in school	177 in June 2025
Proportion (%) of pupil premium eligible pupils	34% (60/177 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-26 in detail, below 2026-28 funding planned in the budget
Date this statement was published.	June 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Nicole Spibey, Headteacher
Pupil Premium Lead	Nicole Spibey, Headteacher
Governor / Trustee lead	India Campbell Chair of Governors September 2025

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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.	

Part A: Pupil Premium Strategy Plan 2025-26

Statement of intent

We intend that all pupils, irrespective of their background or the challenges they face, make very good progress from their starting points and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including maximising the progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and who are young carers. The activities outlined in this statement are also intended to support their wider needs, so that they can better access their learning in school. Regardless of whether they are disadvantaged or not.

High-quality teaching, as supported by research, is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the attainment gap, and at the same time, will also 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.

Our approach will be responsive to common challenges and individual needs, rooted in the current assessment of these needs, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve their best. To ensure they are effective, we will:

- ensure disadvantaged pupils are challenged in the work that they're set with stretching but realistic targets
- Act early to intervene at the point where need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

The three key elements of the tiered strategy will be:

1. Development of highly effective teaching
2. Focus on individual interventions for academic achievement
3. Target wider non-academic factors (e.g. well-being) and whole school approaches

The ideal allocation of spend on these three areas will be 50%, 25%, and 25% respectively. Over time, we are working more and more closely with these allocations, but we are also seeking to meet immediate needs at the current time, which have been affected, for example, by the pandemic.

- Where appropriate, activities will be based upon EEF research that identifies the largest impact (months gained) per spend

Challenges

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

Challenge number	Details of the challenge
1. Phonics and Reading Attainment	KS1 data, baseline assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2. Oracy and English Attainment	As was highlighted by inspectors during our 2023 Ofsted inspection and our 2024-25 KS2 assessments, observations, and discussions with pupils indicate underdeveloped literary skills and low literacy attainment. This <u>includes weaker oral language skills, vocabulary gaps and writing skills</u> among many of the disadvantaged pupils. These needs are evident from joining the school in Year 3, often persisting in KS2, and in general, are more prevalent among our disadvantaged pupils than their peers.
3. Maths attainment	At North Lakes School, we recognise that Mathematics attainment among disadvantaged pupils is currently below that of their non-disadvantaged peers. Given our commitment to fostering a caring school community where everyone can grow and learn, it is essential to implement effective strategies that address this barrier. By focusing on high-quality teaching, targeted academic support, and wider strategies, we can enhance the learning outcomes for our disadvantaged pupils and help them achieve their full potential.
4. Social and Emotional Learning	At North Lakes School, we recognise the significant social and emotional challenges faced by many of our disadvantaged pupils, particularly in light of the current financial climate. These challenges can hinder their academic attainment and overall well-being. To address these barriers effectively, we can implement a range of strategies across three tiers: high-quality teaching, targeted academic support, and wider strategies. These strategies will align with our vision of fostering a caring school community where every pupil can grow, learn, and achieve personal success.
5. Attendance	At North Lakes School, we recognise that attendance is a critical factor in the academic success and overall well-being of our pupils, particularly for those who are disadvantaged. With 34% of our pupils eligible for Pupil Premium and 39% having Special Educational Needs and Disabilities (SEND), it is essential to implement effective strategies that address the barriers to attendance. By focusing on high-quality teaching, targeted academic support, and wider strategies, we can create a supportive environment that encourages all pupils to attend school regularly and thrive.

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.

At North Lakes School, we recognise the significant barriers faced by our disadvantaged pupils, particularly in the area of literacy. The recent Ofsted inspection highlighted underdeveloped literary skills, including oral language, vocabulary gaps, and writing abilities, which are more pronounced among our disadvantaged pupils. To address these challenges, we can implement a tiered approach that focuses on high-quality teaching, targeted academic support, and wider strategies that align with our vision of fostering a caring school community where every pupil can grow and succeed.

Intended outcome	Success criteria
1. Raise standards and improve pupil progress in Reading by extending whole-class reading, targeting phonics teaching, enhancing reading resources, and promoting reading for pleasure	Pupils entitled to Pupil Premium to at least be expected when compared against national average progress scores in KS2 Reading in 2025-26, KS2 data.
2. Improved oral language skills and vocabulary among disadvantaged pupils by training key staff members in leading the Oracy skills across all subjects.	Assessments and observations to indicate significantly improved oral language and use of vocabulary in writing. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
3. Raise standards and improve pupil progress in Mathematics by continuing to embed the Maths Mastery approach, staff training, and reduced class sizes	Pupils entitled to Pupil Premium to at least be expected when compared against national average progress scores in KS2 Maths in 2025-26, KS2 data.
4. To achieve and sustain improved well-being and resilience for all pupils in our school, particularly our disadvantaged pupils, with a focus on Social Emotional Learning support and opportunities for all pupils.	Broader opportunities for all pupils with emphasis on our increasing access to cultural opportunities for disadvantaged learners. Skilled staff appropriately trained and available to meet children's social and emotional well-being in the moment. Improved outcomes will be visible through academic and attendance data.
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved attendance from 2024/25, evidenced by the overall absence rate for all pupils being no less than 95%; the attendance of disadvantaged pupils matches that of their non-disadvantaged peers . The percentage of all pupils who are persistently absent is below 5%.

Activity in 2025-26

These detail 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Facilitate Teaching staff to access NPQ training to ensure they are using the best practice.	NPQ Frameworks draw from the very latest evidence and research and complete the golden thread, running from initial teacher training through to school leadership, rooting teacher and school leader development in the best available evidence and collective wisdom of the profession. (Teacher Development Trust)	1,2,3,4,5
Comprehension strategies aim to improve reading by focusing on the understanding of text. Techniques to improve reading comprehension include: • Inferring the meaning from context • Summarising or identifying key points • Using graphic or semantic organisers • Questioning strategies • Learners monitoring their comprehension and identifying difficulties.	Research has found reading comprehension strategies particularly effective with children aged 8+ who are behind with their reading.	1
North Lakes School subscription and teaching staff to be trained in Voice 21 Oracy programme.	Oral language interventions emphasise spoken language and verbal interaction in the classroom so that learners benefit from explicit discussion of content, the processes of learning, or both. Approaches include: • Targeted reading aloud and discussing books with young children • Explicitly extending pupils' spoken vocabulary • Structured questioning to develop reading comprehension Oral language interventions EEF	1,2
Invest in a maths mastery programme (Power Maths) to ensure all staff have planning that provides consistency within	Power Maths is a whole-class mastery programme created in partnership with White Rose Maths and recommended by	3

maths teaching throughout the school, and it is designed to spark curiosity and excitement and help you nurture confidence in maths.	the DfE. Mastery learning involves breaking a subject and learning content down into units to achieve the specified learning objectives. Learners work through each block of content in a series of sequential steps and must achieve a level of success, measured through testing, before progressing to new content. Students who do not reach the required level are typically provided with additional tuition, peer support, small group discussions, or homework so that they can reach the expected level.	
Maths leader time to support staff with planning for and embedding fluency as part of our maths offer.	Recall and automaticity: the effortless recall of facts, such as number bonds within 10 and times tables facts, and understanding the relationship between these facts. Procedural fluency: being confident and accurate with using procedures and being able to select the most appropriate method for the task at hand. Flexibility and adaptability: the skill of moving between different contexts and recognising connections between them. For example, understanding the concept of $\frac{1}{4}$ in various situations, whether it's a fraction of a shape, a portion of time or a proportion of a set of objects. The Five Big Ideas NCETM in 2017.	3
An additional teacher was employed to enable mixed classes to stream into individual year groups for maths teaching. Smaller class sizes will benefit teachers in formative assessment and in the moment marking to address misconceptions as they take place.	Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. Mastery learning breaks subject matter and learning content into units with clearly specified objectives, which are pursued until they are achieved. Evidence-based research suggests that as class sizes reduce, the amount of time a teacher can spend with an individual, as well as the range of approaches they can try, increases. While this seems obvious, the evidence does not show a particularly large or clear effect until class size is reduced to fewer than 20 pupils. Evidence that smaller classes have a positive impact on lower attainers, disadvantaged children and very young pupils. Teaching and Learning Toolkit - Ilse.org.uk Reducing class size EEF	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide 1:1, 1:2 or 1:3 intervention for targeted disadvantaged pupils in areas of need with emphasis on reading and phonics.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups*: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2
HLTA employed to deliver interventions to small groups and individuals.	Small group intervention involves a teacher or teaching assistant working with a group of pupils, usually up to five pupils. Often, this takes place in a separate classroom or working area. Generally, small group tuition supports lower-attaining learners or those falling behind. However, pupils at all levels can benefit from this targeted approach. It can also ensure effective progress or help teach challenging topics or skills.	1, 2, 3, 4, 5
Maths and English leaders to train support adults to deliver effective interventions for core subjects	Core subject leaders to work with staff to mentor and support the delivery of maths and reading in the classroom. Mentoring EEF	1, 3
Invest in Makaton training for key staff to enable staff to be able to communicate to deliver effective interventions to individuals.	A lot of research has been conducted to test the effectiveness of using signs and symbols to help people communicate, develop language and literacy skills. Research - About Makaton	1,2,3
Individual children targeted with phonics interventions	Phonics is the teaching of reading, which develops learners' phonetic awareness. It aims to teach learners the relationship between sounds (phonemes) and the spelling patterns of letters (graphemes) which represent them. Children learn to read by segmenting and then blending words. Children should be competent in phonics by 6 years old and sit a test at the end of Year 1 to assess their phonics. However, in some cases, children will need interventions and high-quality teaching on phonics beyond the end of Key Stage 1. Phonics EEF	1
Provide Wellbeing support with a trained counsellor for vulnerable pupils, 1 day per week	Social and emotional skills support effective learning and are linked to positive outcomes later in life, and self-regu-	4, 5

	lation helps pupils think more explicitly about their learning. Schools may consider whole-class approaches as well as targeted interventions – Third Space learning	
Provide Attendance support for target pupils, half a day per week, using DfE guidance, Improving School Attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE guidance: Improving School Attendance	4, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for Support Staff on Autism and Trauma to enable staff to plan effective interventions	Develop individual children's executive functioning skills through training staff in understanding and supporting executive functioning skill development in the classroom and on the playground, and providing coaching for those who struggle to plan and organise. Third Space Learning	4, 5
Staff employed to support individuals at transition points to promote positive experiences throughout the school day.	Scaffold children's social skills and peer relationships, with opportunities to practice social skills or facilitate friendships, e.g. buddy schemes and peer mentoring initiatives. Third Space Learning: 45 Pupil Premium Strategies for Best Impact in Schools 2024	2, 4, 5
Social and Emotional Support trained staff employed to deliver interventions in Emotional Literacy, Decision Skills, Art Therapy, and Loose Parts	Targeting the SEL needs of pupils aims to improve their interaction with others and their management of emotions, rather than specifically academic goals. SEL initiatives may present themselves as well-being programmes in the classroom, specialised programmes targeted at particular students or wider school approaches. Again, teachers may require professional development training to implement social and emotional interventions for pupils. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). Investment in an adult to deliver emotional support through the programmes ELSA and Decider Skills is recognised which are recognised with supporting children to regulate their emotions. Self-regulation also enables pupils to think more explicitly about their learning	4, 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Support access for disadvantaged pupils to extra-curricular activities	Where pupils are disadvantaged, their families/carers often do not have the funds to access extra-curricular activities which support learning, build confidence and develop social skills. Experience in schools in recent years shows the value of enabling access to extra-curricular activities for disadvantaged pupils.	4, 5
Provide all children with resources to enable access to the curriculum to be fair and equitable. Water bottles, individual pencil cases to mitigate	Pupils are disadvantaged because their families/carers often do not have the funds to provide children with water bottles and stationery compared with their peers. Supporting children to feel equal. EEF Improving behaviour in schools: Improving behaviour in schools , whole school EEF strategies: Align your school's behaviour and anti-bullying policies with SEL. Establish schoolwide norms, expectations and routines that support children's social and emotional development.	5 & 6
Subsidise the cost of school/wrap-around care and out-of-school clubs for post looked-after pupils.	Looked After and Post Looked After pupils benefit from opportunities to socialise, build relationships and develop attachments with staff and peers in after-school and wrap-around care. Experience in school has shown the value of this to children and carers, impacting positive attendance, support for working parents and vulnerable children, and in embedding positive behaviour expectations. DFE wraparound care 2024 .	4, 5

Total budgeted cost: £

Part B: Review of outcomes in 2024-25

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

2024-25 was the second year of recovery following the pandemic. Key areas for development included Reading and Writing attainment, and rebuilding children's stamina in both their learning but also broader experience outside of the classroom.

Teaching Priorities 2024-25 - Expenditure: £

Aim	Outcome
Develop children's Oracy skills by embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	Voice 21 subscription covered by Grant funding. Two staff members attended training in Manchester and have begun cascading the training to staff. All staff have a membership to Voice 21 and can access the training. Two staff members attended Talk4Writing training. Purchase of two productions and their licenses for the lower and upper key stage two performances (A Key Stage Two Nativity and Shrek), and resources to perform.
Provide an ECT in years 3&4 and in years 5&6 to enable single year group teaching in Maths to deliver the Mastery approach in the means it was intended.	Six classes are separated into eight class groups for maths, with children able to be more specifically targeted.
The profile of Mathematics is to be raised across the school through whole school Mastery training, and two teachers to attend a programme of training with the NCETM to develop mathematics across the school. Teachers to work in Triads to support maths development across the school.	Maths Training Inset Day with TL - Mastery expert for all Staff Teaching staff and Maths Leader released to attend sustaining maths improvement with the maths hub.
Invest in a mathematical mastery scheme to ensure all teachers are delivering effective planning that is equitable across the year groups.	MNP scheme, Insights and resources purchased to support delivery of the mastery approach.

Targeted Academic support 2024-25- Expenditure: £

Aim	Outcome
Provide Wellbeing support with a trained counsellor for vulnerable pupils, 1 day per week.	Our Psychotherapeutic counsellor continues to work one day per week to support children with mental health needs that impact their learning and wellbeing. This continues to

	remain crucial as we continue to have families with high needs and stress in the community, and provide much-needed support to help children regulate. Recover and access their learning.
Provide Attendance support for target pupils, half a day per week, using DfE guidance. Improving School Attendance	Our Parent Support Adviser worked successfully half a day per week to help families and children break down barriers and improve the children's access to school. Letters have been sent to families with 94% or less attendance and continue to be monitored; significant work has taken place to minimise the number of holidays and reduce the level of persistent absentees. Regular meetings have taken place with the local authority attendance leaders, and the school was rated Green for the actions being undertaken to support improving attendance.
Provide 1:1, 1:2 or 1:3 intervention for targeted disadvantaged pupils in areas of need with emphasis on reading and phonics.	Interventions have reduced the gap for children entering the school in year two with gaps in their phonetical knowledge, and the school continues to subscribe to Unlocking Letters and Sounds in line with our feeder infant school. We received grant funding to increase our phonics books.

Wider Strategies 2024-25- Expenditure: £

Aim	Outcome
Invest in staff members to deliver approaches to support children's emotional development.	Four staff members are now ELSA trained and have attended the full training. ELSAs continue to access supervision to support them in their role. We have seen an increase in the need for ELSA support due to a reduction in external resources, and the increase in delivering ELSA and Decider skills has enabled us, through our Early Helps, to offer internal support for children. Our ELSAs have become integral in supporting pupil well-being.
Support access for disadvantaged pupils to extra-curricular activities	Extra-curricular activities have been in abundance this year. 50% discounts have been provided for all children entitled to Pupil Premium, enabling them to access a wide range of activities including Dodgeball, gymnastics, craft club and sports club. Children also accessed residential trips to Edinburgh and Robinwood, along with school visits to

	Windermere as part of a Stone Age day, a theatre visit in Sunderland, a planetarium and World War II enrichment day and outdoor education visits. These opportunities are valued by families and help to develop the children's confidence and social skills.
Subsidise the cost of out-of-school/wrap-around care and out-of-school clubs for post looked-after pupils.	The offer of subsidised wrap-around care for LAC and post-LAC has been valued and has provided opportunities throughout the year for greater social mixing, supporting families and carers.
Invest in school resources – a pencil case and a water bottle for every child, and subsidise uniforms for all children to access an equitable education.	This has been instrumental in improving behaviour across the school. All children are accessing water throughout the day and have access to all equipment needed.

Total Final Pupil Premium Expenditure: £ full spend