

Norton CP School

Pupil Premium Strategy Statement September 2020- August 2023

1. Summary Information					
School	Norton CP School				
Academic Year	2021 - 2022	Total PP budget	£182,370	Date of most recent PP Review	Jan 2021
Total number of pupils	609	Number of pupils eligible for PP	137 (23%)	Date for next internal review of this strategy	Jan 2022

2. Current attainment Key Stage 2		
	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving national standard or above in reading, writing and maths	67	83
% achieving national standard in reading	67	82
% achieving national standard in writing	67	80
% achieving national standard in maths	67	85
% achieving above the national standard in reading	11	23
% achieving above the national standard in writing	11	16
% achieving above the national standard in maths	11	30

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Attainment on entry to the school significantly lower than age related expectations and decreasing each year
B.	Communication and language skills are significantly below age related expectations
C.	High level of SEND children who are PP as well as SEND
External barriers	
D.	Poor nutritional balance in children's daily diet and a reluctance to independently exercise outside of school.
E.	Poor parental engagement with learning prior to entering school.
F.	Family pressures (budget, substance misuse, abuse) impact upon support for learning.
G.	Some children will have missed 7-8 months of school attendance in the last 12 months due to Lockdown restrictions.

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	<p>Pupil Premium children to receive interventions whilst in EYFS to help achieve age related expectations. Baseline data gathered on entry to F1 and F2.</p>	<p>PP GLD % is closer to the national figure for other children. Baseline and GLD profile data.</p>
B.	<p>Improve oral language skills for pupils eligible for PP in Nursery and Reception through the Grow and Learn (NYCC) project and the NELI (Nuffield Early Language Intervention) project to achieve age related expectations in Communication and Language. Read Write Inc taught to Reception and KS1 children.</p>	<p>Improved Communication & Language ELG % PP attainment in Communication & Language in line with other children. Early identification of children at risk of delay.</p>
C.	<p>Daily high quality first wave teaching to all children. Vulnerable year groups split into 4 classes for at least the mornings if not all day. SENCo and PP Coordinator to organise evidence-based interventions with clear progress data. Internal tracking records number of children at ARE plus PP at ARE and PP that are SEND – percentages increase as children move up the school. All class teachers aware of PP children (the same as SEND) and able to focus on their progress. Significant investment in online CPD since March 2020 and continuing until May 21 (at least). There is training for teachers and teaching assistants during this period. Both pupils accessing learning in school and online are receiving regular high-quality feedback to help them identify their next steps in learning. Teaching assistants are moved regularly to maximise their impact on specific PP children. School curriculum has been redesigned to focus on progression and retention of key knowledge whilst addressing the needs of the community. Metacognition lessons are taught weekly throughout school to build resilience. PP children given access to laptops to engage with remote learning.</p>	<p>More SEND children achieve the expected standard by the end of KS2 and therefore removed from SEND status. PP children perform as well as other children based on prior attainment. Evidence – internal tracking and IDSR. Fewer PP children requiring additional and different support (SEND) by the time they start secondary school. Teachers and teaching assistants gain a better understanding of current good practice and pedagogy. Teachers have a better understanding of prior and future learning expectations and barriers. Smaller classes enable all children to continually practice their developing communication and language skills through increased opportunities to talk. PP children increase their long-term memory and retention through use of Sticky Knowledge and the redeveloped curriculum. PP children develop a more open approach to their learning with increased resilience and independence. They also know how to support other children struggling. PP children able to access remote learning which mirrors the classroom learning.</p>

<p>D.</p>	<p>All children to be well nourished with a healthy balanced diet to facilitate their ability to learn. All children are provided with free fruit and milk every school day. KS2 children are fed a school dinner for £1.40 (currently 84%+ FT pupils eat a healthy meal every day in school during normal opening and 84% of PP children). Breakfast provided for those children who arrive hungry. ‘Eat Them to Defeat Them’ programme in school to encourage children to try different vegetables at home and at school. Family Support Worker and Enrichment Lead work with individual children who have a poor diet. Daily 10 minute exercise routine timetabled for upper key stage 2 children to increase well-being. Enrichment Lead timetables access to a range of different sports and physical activities to encourage less active children to try new things that they might enjoy eg: Climbing wall, cycling, walking, additional swimming, change 4 life and gardening. Links with local outside sporting clubs to access trials for the sport. Detailed tracking of activities regularly attended by PP pupils in and out of school by Enrichment Lead.</p>	<p>No attendance issues for PP boys (95.4%) – attendance figures in line with girls (95.3%) and non PP (96.5% boys and 96.4% girls) Fewer bone breaks to be recorded over the year. All children able to concentrate fully for the entire day. Catch up from Lockdown absence is quite rapid once the children access full time education again. A wider acceptance of healthy food by vulnerable children. A better understanding of why exercise is good for you and how it makes you feel. More PP children access physical activities and enjoy the benefits as well as the interest given by adults in school. Photographs displayed of children achieving success in activities outside of school.</p>
<p>E.</p>	<p>Improve parental engagement of those families eligible for PP Family Support Adviser to informally make contact with vulnerable families. Access to NYCC Grow and Learn project granted due to significant percentage of children entering school below age related expectation in communication and language. Access to Nuffield Early Language Intervention (NELI) due to significant percentage of children entering school below age related expectation in communication and language. Tapestry keeps parents involved in their child’s learning in Early Years. Workshops normally run to help parents with life skills – sewing, cooking etc. Holiday activities run to demonstrate how to have quality time with</p>	<p>Family Support Advisor(FSA) to make contact with PP families to offer support with barriers eg: behaviour, attendance, homework, hygiene, parenting, health and benefits/ budgeting. Target families invited to holiday workshops. All families invited to days out. Parental feedback collected. 90% parental engagement with Tapestry for other children. 95% parental engagement from PP children. All F1 children have a home visit. All children receive an information pack. All children are well known to staff before they start school and</p>

	<p>your child at little cost. A family trip is run twice a year (free of charge) to enable families to access cheap places (eg: Bridlington Beach and Dalby Forest) which are inaccessible without a car. This is aimed at uniting the community but also giving the children a fun, family day out. FSA organises and attends these trips. Good transition arrangements and communication with Early Years Settings. Transition meetings with parents.</p>	<p>will have had at least two visits to school. Any additional needs are known and catered for before the children start school. Transition meetings with parents provide a better understanding of what the children need to learn and how we teach phonics. Parents that attend the meeting are able to offer better support for their child.</p>
<p>F.</p>	<p>Family pressures (budget, substance misuse, abuse) are dealt with in a supportive way by the school through our FSA. Close working relationships with multi agencies ensures a joined up, positive approach to dealing with families in crisis. FSA tries to encourage our open door policy to keep in touch with vulnerable families throughout the year so that we can gauge when more support may be needed or crisis may hit. HT works closely with all pupils to support their pastoral and academic needs. Support is given to parents and children irrespective of their background or part in the crisis. Subsidise school meals for all children in Key Stage 2 to ensure they have a nutritious meal. Provide milk and fruit for free so that children are not disadvantaged by parents not being able to pay for milk or fruit. Provide free water bottles and uniform when required to PP children. Christmas Stockings bought for the more vulnerable children. Presents wrapped for the vulnerable children to give to their parents to improve their self-esteem. Free Christmas dinner given to all children. Pantomime visit / Santa and Reindeer visits so that vulnerable children get to have the same experiences as less vulnerable children. FSA has run workshops on cooking on a budget which were well attended by vulnerable parents.</p>	<p>Children attend school on a more even keel enabling them to concentrate and learn. Fewer referrals to Children’s Social Care as parents work more closely with us. Attainment and progress increase for the middle and lower attainers. Behaviour is excellent in school as the children feel they are well looked after and respected in school. Learning shows that children can make good progress by the time they leave the school in Year 6. Pupil Premium children often out-perform the other children in Y6 data. High proportion of children have a hot, nutritional meal every day in school with fruit and milk. Wow factor is evident when children go to the pantomime or meet Santa and the reindeer. Children enjoy the experience of sitting down to Christmas Dinner together and sharing crackers and jokes. Parents feel appreciated with the small gifts given to them by their children.</p>

	<p>FSA accesses additional funding for electric / gas or food from local charities.</p>	
<p>G.</p>	<p>PP children all have access to a computer to access the remote learning whilst not in school. Times Tables Rock Stars purchased so that PP children can learn their tables in a fun way. Remote Learning mirrors the lessons in the classroom. Regular feedback given to children using remote learning so that they are aware of their next steps in progress. Weekly phone calls made to those children who are not accessing the remote learning. Curriculum tweaked when all the children return to school to revisit key learning concepts from the Lockdown period. School day adjusted for the older children to maximise the opportunity to learn in school. Homework set to target the biggest area of priority for children. PP children heard to read 3 times a week in school if not reading at home to an adult. Opportunities in school to complete home learning tasks in school if unable to do them at home. PE Kits provided to those children without one so that they feel the same as their peers and benefit from physical exercise. Homework set via the virtual learning platform so that children are used to using it should they be out of school for illness or isolation in the future. More PP children are in school in the January Lockdown 21 (30%) than in the April Lockdown 20 (16%).</p>	<p>September to December showed rapid increase in closing the gap in learning created during the first Lockdown. Times Tables Rock Stars enables PP children to be as proficient at knowing their tables as other children. PP children are able to read fluently and with understanding due to the increased number of times they read to an adult in school. The gap in learning in the second Lockdown will be reduced due to the increase in engagement of PP children in the remote learning.</p>

5. Planned expenditure					
Academic Year		2020-21			
Quality of teaching for all (e.g. professional development, recruitment, support for early career teachers)					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Daily high quality first wave teaching to all children. High quality feedback to children promotes learning and progress.	No supply teachers are used. Reviewed school curriculum – focus on sticky knowledge and children’s barriers. Detailed tracking system in place. Rigorous CPD planned for T/TAs.	Widely acknowledged that quality first wave teaching is the best way for any child to make progress. Progress from entry to the end of KS2 is very good and has been consistently high over the last 4 years. The school has not used a supply teacher since Sept 2009. Upskilling early career teachers is vital. Effective deployment of TAs, alongside high quality training and support to maximise impact.	Termly learning walks, book and planning scrutiny. Lesson observations (when allowed) HT monitors progress. SLT meetings discuss concerns.	Liz Parker	Sept 21
Improved progress for Pupil Premium EYFS children, also other children who are behind the age-related expectations. Improved progress for all SEND children and middle attaining	EYFS interventions - WellComm, Early Talk Boost, NELI -Read Write Inc. Effective TA deployment Specific TA training – ASD, Catch-up reading, precision teach, Enabling Environments,	The majority of children arrive in school significantly below age related expectations across most areas of learning.	PP Co-ordinator monitors progress. SENCo monitors progress of SEND children. HT monitors progress and tracks all pupils.	Sarah Bates	July 2021

PP children.					
Internal tracking records number of children at ARE plus PP at ARE and PP that are SEND – percentages increase as children move up the school. All class teachers aware of PP children (the same as SEND) and able to focus on their progress.	Termly progress check using Pinks and Greys. Class teacher 'Red Folders' contain names of PP/EAL and SEND pupils. Planning and lesson delivery shows individual needs are being met.	Regular progress checks are vital to ensure all pupils make at least expected progress.	PP Co-ordinator monitors progress. SENCo monitors progress of SEND children. HT monitors progress and tracks all pupils.	Liz Parker	July 2021
All pupils continue to make progress through any National/Regional Lockdowns	High quality Remote Learning package available to all pupils. Laptops available to loan to families. Remote learning team to co-ordinate learning across the school	Majority of children come back into school aware of previous learning. Gap in attainment in minimized. Additional support for individual pupils is identified.	Class teachers to monitor gaps in learning. Class teachers to plan relevant interventions/homework.	Liz Parker	May 2021
Total Budgeted cost				£20,000	

Targeted support (e.g. Structured interventions, Small group tuition, use of TAs)					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil Premium children to receive targeted	Interventions for EYFS children: <ul style="list-style-type: none"> WellComm 	Oral skills are one of the children's biggest barriers to learning. Research	Training of all adults who are delivering the interventions.	Hayley Burke	September 2021

<p>interventions whilst in EYFS to reduce the risk of delay in Communication and Language</p> <p>All F1 and F2 children screened using WellComm/ Language Screen on entry (baseline) to the EYFS. Baseline assessments across all EYFS areas of learning will identify pupils at risk of delay on entry to school.</p>	<p>screening plus intervention (F1 & F2).</p> <ul style="list-style-type: none"> • Early Talk Boost (3-4yr olds) • NELI (F2 EB) • Participation in the NYCC Grow and Learn project <p>Read Write Inc. Phonics Number support Fine Motor - Dough Disco</p>	<p>highlights the importance of need to be able to talk confidently using a range of vocabulary at an age-appropriate level. Baseline data shows that children start school significantly below expectations, particularly in communication and language. ECat (used up to July 2020) does not accelerate the progress enough before Y1 and is hard to ensure consistency across all 4 classes in the EYFS. C & L interventions will benefit all EYFS children dependent on individual needs and/or age. Screening process of all children on entry ensures maximum impact and early support.</p>	<p>SB & HB to do initial Wellcomm baseline for assessing the need to ensure consistency across all classes. SB to oversee progress data using the WellComm/ Eearly Talk Boost and Language Screen wizards. SB/HB to liaise with leaders of the G & L project to conduct termly reviews of impact (ETB & WellComm). NELI – results submitted to DfE. Impact will be tracked using Language Screen wizard. Phonics tracking updated termly.</p>		
<p>SENCo and PP Co-ordinator to organise high impact interventions with clear progress data across school.</p>	<p>Most beneficial evidence-based interventions are used with training updated as required.</p>	<p>Research-backed, time limited interventions have the biggest impact on pupil progress. School data clearly shows impact of such interventions on individual progress.</p>	<p>High impact interventions are mapped on the school provision plan. Regular monitoring by the SEND co-ordinator. Termly data tracking by the Headteacher.</p>	<p>Sarah Bates</p>	<p>July 2021</p>
Total Budgeted cost				£28,000	

Other approaches (e.g. behaviour approaches, breakfast clubs, pastoral)					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Early support given to families in need.	<p>Family Support Worker employed by the school.</p> <p>Open door policy – headteacher/Deputy available to speak to parents as and when needed.</p> <p>Support with Uniform and PE kits.</p> <p>Use of CPOMS by all staff to report concerns.</p>	<p>Poor parental engagement on entry to EYFS.</p> <p>Poor language levels and high level of children at risk of delay on entering school.</p> <p>Children come into school having had no breakfast.</p> <p>Children attending school with inadequate clothing (eg. Shoes with holes in, t-shirts/trousers that are far too tight.)</p> <p>Parents unable to pay bills or budget.</p> <p>Poor parenting skills results in lack of concentration in school.</p>	<p>Monthly Supervision meetings between HT and PSW.</p> <p>Regular updates with SLT.</p> <p>Red folder updates so all staff members are updated with recent information.</p> <p>CPOMS monitored and action taken by LP/ SB.</p>	<p>Nicky Deamer</p> <p>Liz Parker</p>	Sept 2021
Increase family engagement	<p>Family Worker employed by school.</p> <p>Parent workshops focusing on key skills (cooking, sewing, budgeting, etc.)</p> <p>Holiday trips/ activities for families.</p>	<p>Some parents had a bad experience when they were at school and lack confidence in themselves.</p> <p>Informal setting helps parents to develop friendships with others/ respect staff.</p> <p>Increased family times in a safe manner.</p>	<p>Carefully planned timetable of events.</p> <p>Registers of attendance.</p> <p>Parental feedback.</p> <p>Impact of the Grow and Learn Project measured through the data generated.</p> <p>Children transition well into school and settle</p>	<p>Nicky Deamer</p> <p>Sarah Bates</p>	Sept 2021

	Engagement in the NYCC Grown and Learn project Transition meetings		quickly – individual needs are addressed and planned for effectively.		
Increase opportunities for improving children’s diet and physical exercise	Subsitise school meals so more children access daily. Enrichment lead to co-ordinate plans for specific pupils/families (alongside FSW) Daily 10 in school Cooking workshops for parents. Cooking included in the school curriculum.	Improved diets and regular physical exercise improved concentration ad progress in school. Pupils in school have good attendance. Pupils feel better about themselves and are more confident.	Regular monitoring by Tom Myers. Clubs/activity attendance monitored termly. School dinner uptake monitored.	Tom Myers	Sept 21
Total Budgeted cost				£42,000	

6. Review of expenditure				
Previous academic year		2019-20		
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
More accurate identification of children eligible for support.	Free uniform offered to children in KS1 and early years eligible for FSM	More children identified for support as parents fill in entitlement forms to gain free uniform.	Extended the offer to all eligible children irrespective of age.	£1500

Targeted support				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
To identify and support families in need.	Employment of Family Support Advisor	Better relationship with those vulnerable families. Improved attendance Improved behaviour	Very successful needs to continue Charitable organisations now sponsoring her holiday activities.	Employment of FSA £38000 £5k to support project work

Other approaches				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
PP children to make similar progress to other children in the school.	Additional adults have been employed to support children who are vulnerable and not making expected progress. Some cohorts in 4 classes to keep them under 30. Trips kept to a minimum set cost and subsidized by school for all to benefit.	Smaller class sizes support the development of communication skills. Smaller class sizes increase the frequency of quality feedback. Additional adults increase the availability of high impact interventions. Fruit, milk and subsidised dinners increase the health and concentration of vulnerable learners. Increase in quality experiences to minimize gap in cultural capital for PP children.	ECat is no longer adequate for the EYFS intervention. Adults delivering interventions need to be trained appropriately. Progress from interventions needs to be tracked carefully for impact. Fewer bone breaks in school since the 2017 when the free milk was introduced (ARF1). Increases attendance in school slightly. School would need to cut down drastically on trips if relied on parental contribution to pay for them all. PP learners would miss out on high quality experiences.	Additional teachers £85500 Additional Support Staff £15000 Milk, fruit and subsidised meals £24000 Subsidised trips £10000
				£179000