

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Norton CP School |
| Number of pupils in school | 615 |
| Proportion (%) of pupil premium eligible pupils | 24.2% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | 1 st February 2022 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Liz Parker, Headteacher |
| Pupil premium lead | Sarah Bates, Deputy Headteacher |
| Governor / Trustee lead | Helen Collins, lead for disadvantaged pupils and SEND |

Funding overview

| Detail | Amount |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year | £183362 |
| Recovery premium funding allocation this academic year | £28483 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| 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 | £211,845 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils in our school are supported to make good progress by the time they move onto their next school irrespective of their background or the challenges they face. Our focus for the use of the pupil premium funding is to support disadvantaged children to achieve high attainment across all subject areas, including those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is an essential part of our provision for all children whether they are disadvantaged or not. For those who are disadvantaged we will timetable additional support to help them make the progress they would be capable of if they had the same circumstances as non-disadvantaged children. We may also provide equipment to be used at home to help them access the additional learning resources other children have access to at home. We are committed to ensuring that the attainment of non-disadvantaged is sustained and improved alongside progress for their disadvantaged peers.

This strategy works in conjunction with our wider school plans to ensure all children have recovered any lost learning due to the pandemic. We currently employ 10 teachers to deliver the National Tutoring Programme which we are running from November 2021 to July 2022 to support our worst affected pupils, including non-disadvantaged.

We will tailor individual support to be responsive to common challenges using robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point 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.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. In Dec 21, 75 % of Y2 disadvantaged pupils were working at age expected for phonics compared to 89% of non-disadvantaged pupils. |
| 3 | Assessments and observations indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception in September 2021 shows that: In maths, 33% of our disadvantaged pupils are working at age related expectations compared to 64% of non-disadvantaged pupils. In reading, 22% of disadvantaged pupils are at age related compared to 50% of non-disadvantaged pupils. In writing, 22% of disadvantaged pupils are working at age related expectations compared to 45% of non-disadvantaged pupils. In CLL, 33% of disadvantaged pupils are in line with age related expectations compared to 63% of non-disadvantaged pupils. |
| 4 | Our assessments (including well-being survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils mainly due to a lack of enrichment activities or socialising opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. |
| 5 | Our assessments and discussions with pupils indicate that many disadvantaged pupils are less likely to engage with home learning tasks (including remote learning in Lockdowns) than non-disadvantaged pupils. This has increased the gap in attainment particularly in reading and maths for disadvantaged children compared to non-disadvantaged children from Reception to Year 6. |

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 |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Improved oral language skills and vocabulary among disadvantaged pupils. | By the end of FS2 all disadvantaged pupils have the same oral confidence and ability as their non-disadvantaged peers. They are |

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| | assessed as meeting the age-related expectation in Communication and language. |
| Improved phonics knowledge among disadvantaged pupils in Year 1. | By the end of Year 1, in 2024, the phonics screening assessment shows that the percentage of disadvantaged pupils passing the screening is in line with the percentage of non-disadvantaged pupils (usually 85%). |
| Improved attainment on entry for disadvantaged pupils who have attended our F1 setting. | Baseline entry assessments in 2024 show that attainment of disadvantaged pupils to Reception are in line with non-disadvantaged pupils. In maths 65% are at age related, in reading 55%, in writing 50% and in CLL 70% for disadvantaged pupils. |
| To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> * Qualitative data from student voice, student and parent surveys and teacher observations * An increase in participation in enrichment activities, particularly among disadvantaged pupils. |
| To increase the engagement of disadvantaged pupils in home learning activities. | By 2024/25 the number of disadvantaged pupils regularly completing home learning tasks is in line with the number of non-disadvantaged pupils. |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £140,975

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>TT Education library of online CPD to support less experienced teachers in a range of strategies to improve progress and meet the needs of all pupils.</i> | Continued professional development is key to ensuring high quality first wave teaching on a daily basis. | 1,3 and 4 |
| <i>Headteacher and Deputy Headteacher trained as Thrive practitioners to support wellbeing and disadvantaged pupils.</i> | Thrive is a recognised well-being strategy to support children who are in crisis, have disorganised lives or who are often deregulated in school. | 4 and 5 |
| <i>Optimus Differentiation CPD for all teachers to help improve the progress of disadvantaged pupils across the curriculum.</i> | Clear differentiation of all learning tasks ensures that all children can access the learning in every lesson. This contributing to high quality wave 1 teaching for all pupils. | 3 |
| <i>Whole school Read, Write, Inc training and adoption of phonics programme.</i> | Recognised Reading and phonics programme to ensure the children are taught consistently throughout the school and catch up programmes quickly build on previous learning when a child falls behind. | 2 |
| <i>Two additional teachers in the largest cohorts.</i> | Reduced class sizes enables more time to be given to disadvantaged pupils as they cannot hide behind their more confident non-disadvantaged peers. | 4 and 5 |

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

Budgeted cost: £21,990

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------------------------|-------------------------------------------------------------------------|-------------------------------|
| <i>Interventions Read Write Inc</i> | DFE Recognised programme for the teaching of reading. | 2 |
| <i>Tutoring (Y6 Maths) & National</i> | DFE recognised programme for the closing of gaps due to Lockdowns. | 1,2 & 3 |
| <i>Wellcomm and Early Talk Boost</i> | DFE recognised programmes to increase children's' readiness for school. | 1 |

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

Budgeted cost: £65,064

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>Mental Health First Aiders</i> | Lockdowns have impacted on many pupils and families. Pupil and parent surveys have identified which children need support. | 4 |
| <i>Thrive</i> | Thrive approach helps professionals to address any gaps in childhood development that need to be addressed in order to support the child in self-regulation. | 4 |
| <i>Enrichment activities including forest schools and cycling</i> | Physical exercise is good for well-being. | 4 |
| <i>Attendance rewards for classes and pupils</i> | Children respond positively to incentives and those who are rewarded set a good example for others to achieve. | 4 |
| <i>Pastoral support for pupils struggling with home issues.</i> | Partnerships between home and school need to be strong to ensure children have the best chance of coping when things are difficult for them. Many of | 4 |

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| | our families experience traumas or difficulties which impact on their children. | |
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Total budgeted cost: £228,029

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 5 years in key areas of the curriculum. This is largely due to the loss of learning from the first Lockdown where schools were instructed not to teach pupils. Our most successful strategy for progress and closing gaps is the provision of daily, high quality first wave teaching. This was seriously reduced for the last year due to the impact of covid on teacher and pupils attendance in school.

By the end of Key Stage 2, Maths results were broadly in line for both disadvantaged and non-disadvantaged pupils but these were both significantly below what we would normally achieve at 65% and 69% respectively.

Reading and writing produced a larger gap with 65% disadvantaged pupils achieving the age-related standard compared to 78% of non-disadvantaged pupils in reading. Writing saw a similar gap with 61% of disadvantaged pupils compared to 75% of non-disadvantaged

Science produced the largest gap, not surprisingly as children will have missed a lot of the practical sessions due to restrictions. Only 52% of disadvantaged pupils reached the expected standard compared to 85% of non-disadvantaged pupils.

BY the end of F2 in 2021 results across the learning areas confirm a significant gap between the attainment of non-disadvantaged children and disadvantaged children. 255 of the cohort were disadvantaged.

For example:

C& L disadvantaged: 45% were expected compared to 82% non-disadvantaged

PD disadvantaged: 45% expected compared to 86% non-disadvantaged

Reading disadvantaged 45% expected compared to 73% non-disadvantaged

Writing disadvantaged 35% expected compared to 70% non-disadvantaged

Maths disadvantaged 45% expected compared to 75% non-disadvantaged.

Only 1 disadvantaged child was recorded at exceeding in maths (no other area) compared to between 10 and 20 pupils in all the areas for non-disadvantaged .

July 2021 Data showed the following:

Maths

| <u>Year (cohort size)</u> | <u>Boys At ARE+</u> | <u>Girls AT ARE+</u> | <u>Pupil Premium AT ARE+</u> | <u>Other AT ARE+</u> | <u>Total at ARE+</u> | <u>% Pupil Premium in cohort</u> |
|---------------------------|---------------------|----------------------|------------------------------|----------------------|----------------------|----------------------------------|
| <u>1</u> (81) | 50 | 86 | 45 | 74 | 67 | 25 (20) |
| <u>2</u> (80) | 66 | 52 | 55 | 59 | 59 | 14 (11) |
| <u>3</u> (91) | 55 | 64 | 33 | 71 | 59 | 30 (27) |
| <u>4</u> (80) | 67 | 50 | 50 | 62 | 59 | 28 (22) |
| <u>5</u> (76) | 75 | 83 | 79 | 79 | 79 | 32 (24) |
| <u>6</u> (92) | 96 | 79 | 83 | 88 | 87 | 25 (23) |
| <i>Average</i> | 68 | 69 | 58 | 72 | 68 | 26 |

Reading

| <u>Year (cohort size)</u> | <u>Boys At ARE+</u> | <u>Girls AT ARE+</u> | <u>Pupil Premium AT ARE+</u> | <u>Other AT ARE+</u> | <u>Total at ARE+</u> | <u>% Pupil Premium in cohort</u> |
|---------------------------|---------------------|----------------------|------------------------------|----------------------|----------------------|----------------------------------|
| <u>1</u> (81) | 45 | 89 | 45 | 72 | 65 | 25 (20) |
| <u>2</u> (80) | 47 | 45 | 36 | 48 | 46 | 14 (11) |
| <u>3</u> (91) | 60 | 68 | 37 | 75 | 64 | 30 (27) |
| <u>4</u> (80) | 45 | 66 | 41 | 60 | 55 | 28 (22) |
| <u>5</u> (76) | 60 | 72 | 63 | 69 | 66 | 32 (24) |
| <u>6</u> (92) | 80 | 68 | 61 | 78 | 74 | 25 (23) |
| <i>Average</i> | 56 | 68 | 47 | 67 | 62 | 26 |

Writing

| <u>Year (cohort size)</u> | <u>Boys At ARE+</u> | <u>Girls AT ARE+</u> | <u>Pupil Premium AT ARE+</u> | <u>Other AT ARE+</u> | <u>Total at ARE+</u> | <u>% Pupil Premium in cohort</u> |
|---------------------------|---------------------|----------------------|------------------------------|----------------------|----------------------|----------------------------------|
| <u>1</u> (81) | 39 | 87 | 35 | 69 | 61 | 25 (20) |
| <u>2</u> (80) | 37 | 50 | 27 | 46 | 44 | 14 (11) |
| <u>3</u> (91) | 43 | 57 | 33 | 56 | 49 | 30 (27) |
| <u>4</u> (80) | 52 | 61 | 36 | 64 | 56 | 28 (22) |
| <u>5</u> (76) | 50 | 69 | 46 | 65 | 59 | 32 (24) |
| <u>6</u> (92) | 76 | 72 | 70 | 75 | 74 | 25 (23) |
| <i>Average</i> | 50 | 66 | 41 | 63 | 57 | 26 |

Science

| <u>Year (cohort size)</u> | <u>Boys At ARE+</u> | <u>Girls AT ARE+</u> | <u>Pupil Premium AT ARE+</u> | <u>Other AT ARE+</u> | <u>Total at ARE+</u> | <u>% Pupil Premium in cohort</u> |
|-----------------------------------|-------------------------|--------------------------|--------------------------------------|--------------------------|--------------------------|------------------------------------------|
| <u>1</u> (81) | 64 | 89 | 55 | 82 | 75 | 25 (20) |
| <u>2</u> (80) | 71 | 67 | 64 | 70 | 69 | 14 (11) |
| <u>3</u> (91) | 70 | 82 | 52 | 86 | 76 | 30 (27) |
| <u>4</u> (80) | 76 | 79 | 73 | 79 | 78 | 28 (22) |
| <u>5</u> (76) | 75 | 83 | 71 | 83 | 79 | 32 (24) |
| <u>6</u> (92) | 87 | 81 | 74 | 87 | 84 | 25 (23) |
| <i>Average</i> | 73 | 80 | 65 | 81 | 77 | 26 |
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