

# Pupil premium strategy statement

## *Norton Community Primary School 2022-23*

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	608
Proportion (%) of pupil premium eligible pupils	24.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 to 2025/2026
Date this statement was published	28 <sup>th</sup> November 2022
Date on which it will be reviewed	1 <sup>st</sup> November 2023
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	£189637
Recovery premium funding allocation this academic year	£19285
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3600.75 reclaimed from DFE as over funding (21-22)
<b>Total budget for this academic year</b>	<b>£205321.25</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## 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 February 2023 to May 2023 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 FS1 / Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Only a third of disadvantaged pupils reach a good level of development by the end of Reception compared to two thirds of non-disadvantaged pupils.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. In June 22, 50 % of Y1 disadvantaged pupils were working at age expected for phonics compared to 86% 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 2022 shows that: In maths, 33% of our disadvantaged pupils are working at age related expectations compared to 46% of non-disadvantaged pupils. In reading, 11% of disadvantaged pupils are at age related compared to 33% of non-disadvantaged pupils. In writing, 11% of disadvantaged pupils are working at age related expectations compared to 30% of non-disadvantaged pupils. In C&L, 33% of disadvantaged pupils are in line with age related expectations compared to 45% 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 outside of school activities. 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 reading and times tables) or additional tuition sessions 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. Following the successful recovery programme deployed by the school and use of Pupil Premium funding by the end of 2022, Year 6 disadvantaged pupils performed better than non-disadvantaged (both above national averages) in reading; there was no gap between disadvantaged and non-disadvantaged in maths (91%).

## 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 (not SEND) pupils have the same oral confidence and ability as their non-disadvantaged peers. 80% are 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 (not SEND) 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 C&L 70% for both groups.
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: * 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.
To continue to close the gap in attainment at the end of Year 6 in both Maths and Reading between disadvantaged and non-disadvantaged pupils.	By 2024/25 there is a clear trend in data to show that the gap between disadvantaged pupils and non-disadvantaged pupils has closed significantly for each cohort.

## 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: £ *[insert amount]*

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.	1,3,4 and 6
<i>Well-Being Lead trained as a Thrive Practitioner</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>TT Education series of training sessions to raise attainment in core subjects.</i>	Strategies and accurate assessment to raise the number of greater depth writers. This contributes to high quality wave 1 teaching for all pupils in all subjects.	3 and 6
<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 and 6
<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, 5 and 6
<i>School is taking part in Launchpad Literacy for EYFS pupils.</i>	A new programme to help raise communication levels in the poorest attaining children.	1, 2 and 3
<i>EYFS participation in NELI – communication programme has been extended to this year due to the high level of need in EYFS on entry.</i>	A national project which trains staff to run interventions to help children communicate at an age related expectation.	1,2 and 3
<i>EYFS using WELLCOMM to help those children who</i>	A national project which trains staff to run interventions to help children	1,2 and 3

<i>struggle with communication</i>	communicate at an age-related expectation.	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)** Budgeted cost: £ *[insert amount]*

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Interventions Read Write Inc</i>	DFE Recognised programme for the teaching of reading.	2 and 6
<i>Tutoring (Y6 Maths) &amp; National</i>	DFE recognised programme for the closing of gaps due to Lockdowns.	1,2,3 and 6
<i>Wellcomm and Early Talk Boost</i>	DFE recognised programmes to increase children's' readiness for school.	1,2 and 3
<i>Largest year groups have an additional teacher</i>	Lowering the class size is beneficial to disadvantaged pupils who get more teacher time and support.	4,5 and 6
<i>Interventions for year 2 pupils who are below age-related expectations</i>	EEF recognised interventions to support pupils.	4,5 and 6
<i>Year 2 Numbers count intervention</i>	EEF funded programme to support Maths in Year 2	6
<i>Year 5 PALs - UK</i>	Reading intervention programme for Y5	6

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

Budgeted cost: £ *[insert amount]*

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<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.	4,5 and 6
<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.	4,5 and 6
<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 our families experience traumas or difficulties which impact on their children.	4 and 6

**Total budgeted cost: £ 205321.25**



## 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 2021 to 2022 academic year.

Our internal assessments during 2022 suggested that the performance of disadvantaged pupils was higher than in the previous 2 years in key areas of the curriculum. This is largely due to the benefit of daily, high quality first wave teaching. This was seriously reduced during the last two years due to the impact of covid on teacher and pupils attendance in school.

By the end of Key Stage 2, Maths results were in line for both disadvantaged and non-disadvantaged pupils (91%), these were both significantly above the national average for all pupils (71%).

Reading results saw 86 % of disadvantaged pupils achieving the age-related standard compared to 78% of non-disadvantaged pupils in reading both groups still above the national average for all of 74.5%.

Writing was the only subject that still showed a gap in the results between disadvantaged 66.7% and non-disadvantaged at 79%. The national average was 69.4% for all pupils. Leaders quickly recognised that the longer impact of remote learning on writing was due to the lack of focus on writing with the remote tasks. Parents had much lower expectations than teachers in the quality of written work being uploaded.

In Science, 76% of disadvantaged pupils met the end of key stage 2 expectations whilst 82% of non-disadvantaged pupils achieved the standard. The national average figure being 67%.

The end of Key Stage 1 data show s that there is a significant gap to close before that cohort leaves the school in 2026.

Subject	Disadvantaged pupils at age related expectations	Non-disadvantaged pupils at age related expectations	National average age related expectations
Reading	54.5%	73.1%	66.9%
Writing	36.4%	62.7%	57.6%
Maths	63.6%	80.6%	67.7%

## 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
Read Write Inc	Ruth Miskin

**Further information (optional)**

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