

Pupil premium strategy statement

Norton Community Primary School 2026-28

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 and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	544
Proportion (%) of pupil premium eligible pupils	25.9%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Liz Parker, Headteacher
Pupil premium lead	Sarah Bates, Deputy Headteacher
Governor / Trustee lead	Sarah Bogg, Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,979
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£203,979

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including 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 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 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 disadvantage attainment gap and at the same time will 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 strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in 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're 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 underdeveloped 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 44% of disadvantaged pupils reached a good level of development compared to 80% of non-disadvantaged pupils (almost double).
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading than their peers. On entry to Reception class in the last 2 years, between 13 - 22% of our disadvantaged pupils arrive below age-related expectations in word reading compared to 21- 31% of other pupils. In Y1 50% of disadvantaged pupils achieved the expected standard in phonics compared to 72% of non-disadvantaged pupils. This gap continues to grow as the children become independent readers and remains significant to the end of KS2 where 64% of disadvantaged pupils achieved the expected standard for reading compared to 88% of non-disadvantaged pupils.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 2 years, between 22 - 25% of our disadvantaged pupils arrive below age-related expectations in Number compared to 32 - 41% of other pupils. This gap remains steady to the end of KS2 where 64% of disadvantaged pupils achieved the expected standard compared to 88% of non-disadvantaged pupils.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher and parent referrals for support remain relatively high. 47 out of 311 pupils from Key Stage 2 – 15% (15 of whom are disadvantaged – 15 of the 79 which is 19%) currently require additional support with social and emotional needs, with an additional 28 (16 of whom are disadvantaged) receiving small group interventions.

5	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been 3% lower than for non-disadvantaged pupils.</p> <p>26 % of disadvantaged pupils have been 'persistently absent' compared to 7% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
---	---

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.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>In 2027/28 75% of disadvantaged children will be at the expected standard for phonics by the end of Year 1.</p>
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant reduction in bullying a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 0.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1%. the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% higher (ie: 10%) than their peers.

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: **£27,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. £10 vouchers for progress 10 points progress in reading or maths for each child.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF Purchase of PIVOTS Assessment tool to assist the setting of small steps for progress.	1, 2, 3,
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. Teacher assessment and training time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF North Yorkshire project for increasing GLD attainment in disadvantaged pupils. Launchpad Literacy for EYFS pupils. WELLCOMM speech and language intervention / support programme for Early Years. VERBO a North Yorkshire speech and language intervention programme.	1

	NELI intervention for Early Years to improve communication.	
<p>Ongoing subscription and training from Read, Write, Inc - a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Additional training for staff to accurately and quickly identify any gaps in learning for FS2, Y1 and Y2 pupils.</p> <p>Leadership release time to monitor and analyse the groups and individual progress.</p> <p>Purchase of Fast Track phonics and training to meet the needs of all pupils in phonics by the end of Year 1.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Continue with Maths Hub link to further develop a better understanding of number in younger children.</p> <p>Release time for teachers to develop their knowledge and skills.</p> <p>Release time for Leaders to analyse data and planning.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic</p>	4, 5

<p>educational practices and supported by professional development and training for staff.</p> <p>Staff training to understand the new expectations of the PSHE Curriculum for September 2026.</p> <p>Resilience resources and staff training to help pupils tackle challenge.</p> <p>THRIVE practitioners being trained to offer additional support and guidance.</p> <p>Training for staff and parents about the impact of attendance on learning outcomes and resilience.</p>	<p>performance, attitudes, behaviour and relationships with peers):</p> <p><u>Improving Social and Emotional Learning in Primary Schools EEF</u></p>	
--	--	--

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

Budgeted cost: £178,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide:</p> <p><u>Tutoring: guidance for education settings</u></p> <p>Two hub classes for small groups of children who cannot access age appropriate learning due to communication needs.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><u>One to one tuition Teaching and Learning Toolkit EEF</u></p> <p><u>Small group tuition Teaching and Learning Toolkit EEF</u></p>	1, 2, 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective</p>	2

delivered in collaboration with our local English hub.	when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills. Training for staff to deliver interventions.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1

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

Budgeted cost: £107,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. Training on the new Relational Behaviour Policy for all staff to help minimise disruptive behaviour in the classroom. Thrive Activities to help children manage self-regulation skills and managing conflict. Hub classrooms for severely autistic children who cannot communicate or struggle to communicate age appropriately.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	4
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

attendance/support officers to improve attendance.		
Rewards for 100% attendance to motivate the children.		

Total budgeted cost: £313,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that by the end of Key Stage 2, our disadvantaged pupils achieved above other disadvantaged children both locally and nationally. Especially with the combined Reading, Maths and Writing:

Disadvantaged Pupils:

Norton CP School: 52% RWM

North Yorkshire: 40% RWM

National: 48% RWM

Non-Disadvantaged Pupils:

Norton CP School: 82% RWM

North Yorkshire: 66% RWM

National: 69% RWM

The gap between our disadvantaged and non-disadvantaged is wider than national for last year because our achievements were higher than national across all the subjects.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

In 2024-25 and 2025-26 disadvantaged pupils attendance was only 3% lower than non-disadvantaged pupils. The difference in persistent absence has decreased from 19% in 2024-25 to 7.9% in 2025-26. Non-disadvantaged persistent absence has more than doubled from 7% to 16% whilst disadvantaged pupils have decreased slightly from 26.3% to 23.9%.

Based on all the information above, the performance of our disadvantaged pupils exceeded our expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that Norton CP understand the importance of quality professional development to improve the

quality of teaching. Also all the additional communication work that goes on in Early Years in order to help the children speak and listen carefully to others.

Our pastoral care is excellent and our pupils thrive whilst in our care. Adults quickly notice changes in behaviour or attendance so that interventions can be put in place as soon as possible.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Reading For Pleasure	English Hub (North Yorkshire)
Targeted GLD	North Yorkshire
Tooth Brushing	Healthy Child Team

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Counselling has been provided to support the emotional needs of service children and their families. Induction programmes have been developed to ensure a smooth transition and to address service children's learning gaps. Communication with deployed parents has been supported through face time and communication book activities.
The impact of that spending on service pupil premium eligible pupils
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Our Well-Being Lead will continue to manage a team of Mental Health First Aiders. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.