Pupil Premium Strategy Statement Norton Community Primary School 2026

Before completing this template, read the Education Endowment Foundation's guide to the pupil premium and DfE's pupil premium guidance for school leaders, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	520
Proportion (%) of pupil premium eligible pupils	18
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	26/27 27/28 28/29
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Dawn Joy
Pupil premium lead	Dawn Joy
Governor / Trustee lead	Kim Meagan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213220
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*	£228799

Part A: Pupil Premium Strategy Plan

Statement of intent

At Norton Community Primary, children come first. Our Pupil Premium strategy is intended to ensure that disadvantaged pupils, whatever their starting points or circumstances, can access an ambitious, broad and enjoyable education, make strong progress and achieve well across the curriculum. We want pupils to leave Norton communicative, knowledgeable, proud of their achievements and equipped with the key skills, confidence and resilience they need for the next stage of their education and lives.

Our ultimate objectives are that disadvantaged pupils:

- make sustained progress from their individual starting points and achieve high standards across subjects;
- develop the language, literacy and foundational knowledge they need to participate fully in learning;
- are identified promptly when they are falling behind and receive support matched to the specific barrier;
- experience a curriculum that is ambitious, inclusive and accessible, including pupils who are already attaining highly;
- feel safe, included and connected to school, and have opportunities to develop socially, emotionally and personally;
- attend regularly and benefit from the full range of teaching and learning opportunities; and
- are supported as individuals, including where they are also vulnerable because of SEND, EAL, social care involvement, young caring responsibilities or other circumstances.

We will pursue these objectives through a tiered approach based on the DfE Menu of Approaches: high-quality teaching for all, carefully targeted academic support where assessment identifies a need, and wider strategies to address barriers such as attendance, wellbeing and access to enrichment. The strategy is not based on the assumption that all disadvantaged pupils experience the same barriers. We will use assessment, observations, pupil and family discussions, attendance information and professional judgement to identify what is getting in the way for each pupil.

Our approach reflects the school's improvement cycle:

Assess → Identify the Gap → Adapt/Intervene → Practice → Reassess → Evaluate Impact

High-quality teaching remains the first and most important response. We will build on the school's stated commitment to strong teaching, precise assessment, early intervention and high expectations by making these principles consistent in classroom

practice across both sites and all year groups. Targeted support will supplement, not replace, access to teaching by the class teacher and to the full curriculum.

The strategy also formalises the school's existing whole-school principles for supporting disadvantaged pupils: that all pupils should make good progress and achieve highly; that disadvantaged pupils should be appropriately challenged; that staff should act early when need is identified; and that every member of staff shares responsibility for outcomes. These principles will be translated into specific routines for monitoring progress, planning adaptations, selecting support and reviewing whether it is working. Where provision described in this strategy extends or embeds these principles, it is identified as such rather than presented as a wholly new offer.

The strategy connects directly to the school development priorities for assessment and foundational knowledge; reading, phonics and fluency; writing; mathematical foundations; Early Years; adaptive teaching and inclusion; and attendance. In particular, the reported outcomes—GLD 70%, Year 1 phonics 53% compared with 82% for the whole cohort, Year 2 phonics 63% compared with 72%, KS2 combined reading, writing and maths (RWM) 48%, reading at expected standard 83%, writing 52%, maths 87%, and persistent absence among disadvantaged pupils of 32%—make early identification and sustained evaluation essential.

Norton's context also requires an inclusive response. EAL is not itself a learning difficulty or an assumption about attainment; staff will distinguish pupils' English-language acquisition needs from other learning needs and assess what each pupil understands. The satellite provision for communication and interaction, alongside the school's SEND profile, will inform careful adaptation, collaboration and access to the mainstream curriculum. Strategies will support disadvantaged pupils while also benefiting other pupils with similar barriers, without diluting the focus on the Pupil Premium cohort.

This plan uses the DfE's three-tier Menu of Approaches and draws on the EEF's evidence and guidance. The EEF advises schools to choose approaches in response to their own diagnosed needs and to consider the quality of implementation, rather than relying on a single intervention or assuming one solution fits all. See the DfE Pupil Premium guidance and the EEF Guide to the Pupil Premium.

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Challenges

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

Challenge number	Detail of challenge
1	**Oral language and vocabulary.** Assessments, observations and discussions indicate that many disadvantaged pupils have underdeveloped oral language and vocabulary gaps. These needs are evident from FS1/Reception through to KS2 and are more prevalent among disadvantaged pupils than their peers. Language needs may affect participation, comprehension, vocabulary development and access to learning across the curriculum.
2	**Phonics, reading and literacy foundations.** Disadvantaged pupils generally experience greater difficulty with phonics and reading than their peers. Year 1 phonics is 53% for disadvantaged pupils compared with 83% for the whole cohort; Year 2 is 63% compared with 72%. Reading at the expected standard is 83%, while writing is 52%, indicating a particular need to strengthen writing foundations as well as decoding, fluency and comprehension.
3	**Foundational attainment and combined outcomes.** KS2 combined RWM is 47% for disadvantaged pupils, while maths at the expected standard is 87%. These figures indicate a need to identify individual gaps in foundational knowledge and to ensure pupils make progress across subjects, not only in reading. Pupils who are below age-related expectations and those who are already high attaining both need appropriately matched teaching and challenge.
4	**Social and emotional needs and access to enrichment.** Wellbeing surveys, observations and discussions with pupils and families identify social and emotional issues for many pupils, notably linked to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils and may influence engagement, confidence, relationships and attainment.
5	**Attendance and persistent absence.** Attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils over the last two years. Thirty-six per cent of disadvantaged pupils have been persistently absent. School assessments and observations indicate that absence is negatively affecting progress and access to learning.

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
1. Stronger oral language and vocabulary from Early Years to KS2. Disadvantaged pupils develop the language skills to communicate confidently and access learning across the curriculum.	Baseline language screening and teacher assessment are completed for pupils identified as needing support, with progress checks recorded at least termly. By July 2027, targeted pupils show measurable progress on the same

	language measures used at baseline, and teachers report increased participation, vocabulary use and ability to explain ideas. Early Years GLD for disadvantaged pupils improves from the reported 70% towards a **provisional 75%**, subject to cohort validation.
2. Improved phonics and reading outcomes. Disadvantaged pupils who are behind in phonics, decoding, accuracy, fluency or comprehension catch up from their starting points.	Provisional end-of-year thresholds: Year 1 disadvantaged phonics at least **65%** (from 53%); Year 2 at least **70%** (from 63%). Pupils not meeting expected phonics or reading milestones have an identified barrier, planned support and documented reassessment. The reported 82% reading-at-expected-standard outcome is sustained or improved, with any disadvantaged/non-disadvantaged gap narrowing where cohort data permits.
3. Improved writing and foundational academic outcomes. Disadvantaged pupils develop the prerequisite skills and knowledge required to succeed in writing, mathematics and combined KS2 outcomes.	Provisional thresholds: writing at expected standard improves from 52% to at least **62%**; maths at 87% is sustained or improved; KS2 combined RWM improves from 48% to at least **55%**. The MTC APS increases from 17.1 to at least in line with national.These outcomes are accompanied by evidence of improved progress from individual starting points, stronger foundational knowledge and appropriate challenge for high-attaining pupils.
4. Improved wellbeing, engagement and access to enrichment. Disadvantaged pupils feel included and supported, develop social and emotional skills, and can participate in enriching experiences.	Targeted pupils have a recorded baseline of relevant need and a planned review. Participation in school enrichment is tracked by disadvantaged status; barriers to participation are identified and addressed. Pupil feedback and wellbeing checks show improved reported access, belonging or confidence for pupils receiving support.
5. Improved attendance and reduced persistent absence. Disadvantaged pupils attend more regularly and have improved access to teaching and wider school life.	Overall attendance for disadvantaged pupils moves towards or reaches the school development plan aim of at least national figures. Persistent absence among disadvantaged pupils reduces from 33% to a provisional maximum of 25%, with a reduction also in the number of pupils with severe absence. Individual attendance plans are reviewed regularly and their impact is recorded.

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: £95186

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed a consistent assess–identify–adapt–reassess routine across both sites. Building on the school's existing improvement cycle and commitment to responsive, diagnostic assessment, leaders and year teams will formalise a termly Pupil Premium review for every year group. Reviews will identify pupils' specific gaps in language, phonics, reading, writing and mathematics; check progress from individual starting points; and record the classroom response, additional support (if needed), review date and decision to continue, adapt or stop. Use a shared, manageable record so that staff can follow pupils' needs across classes and sites.	The EEF Guide to the Pupil Premium emphasises using evidence about the school's specific barriers to inform provision. The EEF implementation guidance supports planned, monitored implementation rather than treating an intervention as a stand-alone event.	**1, 2, 3, 5**
Professional development and coaching in high-	The EEF Effective Professional Development guidance report identifies mechanisms such as goal	**1, 2, 3**

quality teaching, assessment and adaptive practice. Building on the school's priority to strengthen teaching consistency and inclusion, provide a planned cycle of staff development, modelling, coaching and follow-up. Focus on checking understanding, responsive explanations, explicit modelling, feedback, scaffolding that is gradually removed, and ensuring disadvantaged pupils—including those who are high attaining—receive appropriate challenge. Include teachers, teaching assistants and relevant staff working across both sites.	setting, feedback, revisiting prior learning and modelling as important features of effective professional development. The EEF Guide to the Pupil Premium supports prioritising high-quality teaching as a central strategy.	
Make vocabulary and purposeful pupil talk part of curriculum teaching. Building on the school's improvement priorities for language, teaching and assessment, year teams will identify important vocabulary in each unit and teach it explicitly. Teachers will model words in context, revisit them over time and provide structured opportunities for pupils to explain, discuss, retell and apply learning. Review the quality of adult–pupil interaction in Early	The EEF Oral Language Interventions evidence summary reports a positive average impact and highlights purposeful interaction, curriculum integration and explicit vocabulary development. The EEF Preparing for Literacy guidance emphasises communication, language and literacy foundations in the Early Years.	**1, 2, 3**

Years and ensure that communication support is accessible to pupils with SEND and communication needs. For pupils with EAL, use assessment of English-language proficiency and subject understanding rather than assuming a barrier from EAL status alone.		
Strengthen consistency and precision in phonics and early reading teaching. Building on the school's phonics and early-reading priority, leaders will use observation, assessment and professional development to check accurate, systematic teaching across classes. Identify the precise barrier for each pupil—such as sound recognition, blending, word reading, fluency or comprehension—and ensure that classroom teaching is adapted accordingly. Maintain access to age-appropriate, engaging texts and avoid treating phonics as a substitute for wider reading.	The EEF Phonics evidence summary supports systematic phonics, assessment-led adaptation, staff training and targeted additional teaching for pupils who need it. The EEF Improving Literacy in Key Stage 1 guidance and Key Stage 2 guidance address the development of reading and literacy beyond initial decoding.	**2**
Teach and revisit foundational writing and mathematical knowledge. Building on the school's writing and mathematical foundations priorities, teams will identify prerequisite	The EEF Improving Literacy in Key Stage 1 guidance and Key Stage 2 guidance provide evidence-informed recommendations for literacy teaching. The EEF Improving Mathematics in Key Stage 2 and 3 guidance supports the development of mathematical understanding and effective teaching practice.	**3**

knowledge, make it explicit in planning and use short checks to identify misconceptions before they persist. Writing development will include foundational transcription and composition skills; mathematics will include number sense, prerequisite knowledge and fluency. Adapt teaching in response to assessment and preserve opportunities for pupils to apply learning in the full curriculum.		
Use inclusive, adaptive teaching as the first response to differing needs. Building on the school's adaptive teaching and inclusion priority, teachers will plan for access to the same ambitious curriculum while making appropriate adaptations to explanations, resources, language demands, practice and scaffolding. Class teachers remain responsible for disadvantaged pupils' progress when other adults support them. Staff will work with the SEND lead and the satellite resource provision where relevant, and review whether adaptations improve access and learning.	The EEF Special Educational Needs in Mainstream Schools guidance sets out evidence-informed recommendations for supporting pupils with SEND in mainstream classrooms. The EEF Teaching Assistant Interventions evidence summary cautions that additional adult support should supplement, not replace, high-quality teaching and teacher interaction.	**1, 2, 3**

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

Budgeted cost: £32551

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted oral language and vocabulary support. As a new, needs-led offer where assessment identifies a gap, deliver short, structured one-to-one or small-group sessions for pupils with identified oral language needs. Sessions will practise vocabulary, listening, narrative and expressive language, and connect directly to current classroom learning. Staff will set an entry baseline, agree a short-cycle goal, check progress regularly and avoid unnecessary absence from essential classroom teaching. Where assessment indicates a need beyond school expertise, follow the school's established referral and specialist advice processes.	The EEF Oral Language Interventions evidence summary supports structured oral-language approaches and notes the importance of integration with the curriculum and identifying pupils who need additional support. The EEF Early Years Toolkit communication and language evidence supports language-focused work in early learning.	**1**
Time-limited phonics and reading catch-up. Building on the school's existing commitment to act early when pupils fall behind, provide a defined, regularly reviewed intervention for pupils whose	The EEF Phonics evidence summary supports targeted, intensive phonics alongside the main programme and highlights the importance of assessment and trained staff. The EEF Teaching Assistant Interventions evidence summary supports well-trained staff delivering structured, targeted support linked to classroom learning.	**2**

assessment identifies needs in phonics, decoding, accuracy or fluency. Use trained staff, frequent sessions and content matched to the pupil's precise barrier. Link practice to classroom teaching, monitor reading accuracy and fluency, and return pupils to lighter or no intervention when assessment shows that the gap has closed.		
Targeted reading fluency and comprehension support beyond phonics. For pupils whose decoding is secure but whose reading remains below expectations, use diagnostic assessment to distinguish fluency, vocabulary and comprehension needs. Provide guided practice with appropriately matched texts, supported rereading where suitable, discussion and comprehension teaching. Reassess so that pupils are not kept in a phonics intervention when their main barrier lies elsewhere.	The EEF Improving Literacy in Key Stage 1 guidance and Key Stage 2 guidance address reading fluency, comprehension and the need to respond to pupils' specific literacy needs. The EEF Oral Language Interventions evidence summary supports purposeful discussion as part of literacy learning.	**1, 2**
Short-cycle academic tutoring for identified foundational gaps. Where high-quality classroom teaching and assessment show that a pupil needs additional teaching,	The EEF Teaching Assistant Interventions evidence summary finds stronger effects for targeted, structured interventions than for undirected classroom deployment and emphasises the need for training and links to classroom teaching. The EEF Guide to the Pupil Premium	**2, 3**

provide one-to-one or small-group tuition in the specific knowledge or skill preventing progress—for example, writing foundations, number sense, calculation fluency or a combined RWM prerequisite. Tutors will receive the pupil's current learning objective and classroom materials; sessions will be finite, reviewed and followed by opportunities to practise in class. This is additional support, not a replacement for teaching or a blanket offer based solely on Pupil Premium eligibility.	supports selecting support in response to identified need.	
Structured teaching-assistant deployment and intervention review. Building on the school's commitment to timely intervention, formalise the expectations for any teaching assistant delivering targeted support: clear learning objectives, preparation with the teacher, appropriate training, brief session records, regular review and planned feedback to the class teacher. Check that pupils receiving support continue to have meaningful interaction with their teacher and do not routinely miss the same curriculum learning.	The EEF Teaching Assistant Interventions evidence summary highlights that impact depends on deployment: structured interventions delivered by trained staff can be beneficial, while routine adult support that substitutes for teacher interaction may not be.	**1, 2, 3**

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

Budgeted cost: £101062

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted social, emotional and behavioural support linked to assessed need. Building on the school's stated commitment to safe, happy pupils and a supportive community, use wellbeing information and conversations to identify pupils who may benefit from additional support. Agree a specific goal, a time-limited intervention or support plan, an appropriate member of staff and a review point. Where needs indicate that specialist or multi-agency support is required, use the school's relevant safeguarding, SEND and early-help processes.	The EEF Social and Emotional Learning evidence summary supports combining universal approaches with targeted help for pupils with particular needs. The EEF Improving Social and Emotional Learning in Primary Schools guidance recommends explicit teaching, integration into everyday school life and careful implementation and monitoring.	**4**
Improve disadvantaged pupils' access to enrichment and wider school experiences. Audit participation in clubs, visits, trips, sport, arts and other school experiences by disadvantaged status; identify practical barriers with pupils and families; and use Pupil	The EEF Social and Emotional Learning evidence summary describes the contribution of social and emotional development to attitudes, relationships and learning. The EEF Arts Participation evidence summary provides evidence on arts participation as one possible enrichment approach. Provision should be selected to fit pupils' needs and reviewed for participation and impact.	**4**

Premium funding, where appropriate, to remove evidenced barriers to participation. Track take-up and pupil feedback rather than counting offers alone.		
A graduated, family-centred attendance response. Building on the school's improvement priority for vulnerable-group attendance, formalise a staged response that begins with timely, respectful contact and accurate analysis of attendance patterns. For pupils at risk of persistent absence, listen to the pupil and family, identify the specific barrier, agree practical support and an attendance plan, and review it at an agreed interval. Use Early Help and other partnership working where appropriate. Apply statutory attendance processes consistently, while ensuring the response is supportive, individualised and safe.	The DfE Working Together to Improve School Attendance guidance sets out expectations for schools' attendance management and partnership with families and other services. The EEF Working with Parents to Support Children's Learning guidance supports constructive, purposeful school–family engagement. The EEF's Parental Engagement evidence summary provides further evidence on engagement approaches.	**5**
Targeted monitoring and support for pupils with persistent or severe absence. For each disadvantaged pupil persistently absent, the attendance lead, review attendance and punctuality patterns regularly, record contact and agreed	The DfE Working Together to Improve School Attendance guidance provides the statutory and operational framework for attendance follow-up, support and escalation. The EEF Guide to the Pupil Premium supports matching wider strategies to barriers identified in the school's context and evaluating their impact.	**5**

actions, and check whether the pupil is accessing missed learning when back in school. Escalate proportionately where attendance does not improve, following current statutory guidance and safeguarding procedures. Review group-level trends across both school sites to identify patterns and whether actions are working.		

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to a new headteacher commencing post in September 2026 and following a thorough self-evaluation of the school, leaders have made the decision to devise a new plan that is based on the current needs of pupils in school. As such, the aspirational numerical targets outlined in the previous plan have only been partially met.

The impact of the previous Pupil Premium Strategy demonstrates a number of significant strengths, particularly in relation to outcomes at Key Stage 2. Disadvantaged pupils achieved strong attainment in reading, writing and mathematics, with 48% reaching the combined expected standard. Individual subject outcomes were particularly positive, with 83% achieving the expected standard in reading and 87% in mathematics. These outcomes compare favourably to national figures and reflect the positive impact of targeted academic support, adaptive teaching approaches and the school's commitment to inclusion.

Despite these strengths, evaluation of the strategy has identified foundational knowledge as the key area for further improvement. While disadvantaged pupils make strong progress through Key Stage 2, attainment gaps emerge earlier in pupils' educational journey. Outcomes in the Year 1 Phonics Screening Check (53% compared with 82% for the cohort) and the Year 2 phonics re-check (63% compared with 72%) highlight the need for further investment in early reading, phonics and language acquisition. Similarly, analysis of writing outcomes has identified a need to strengthen the building blocks of sentence construction, transcription and vocabulary development to secure stronger progress over time.

Early Years outcomes also remain a key priority. Whilst a disadvantaged GLD outcome of 70% demonstrates that many pupils are entering Key Stage 1 with a secure foundation, the subsequent phonics outcomes indicate that this strong start is not yet being translated consistently into sustained success in early reading. The new strategy therefore seeks to strengthen the continuity between Early Years and Key Stage 1 provision, ensuring that assessment information is used more effectively to identify and address learning barriers before they become entrenched.

The school's self-evaluation has therefore identified the need to shift from intervention-led support towards a greater emphasis on securing and embedding foundational knowledge from the outset. The revised strategy places a sharper focus on systematic phonics, early writing development and mathematical fluency, recognising that improvements in these areas are likely to have the greatest long-term impact on the attainment and progress of disadvantaged pupils. Success will be measured not only through improved end-point outcomes but through stronger performance in key milestone assessments, including the Phonics Screening Check, Multiplication Tables Check and writing progress measures.

As a result, the revised strategy places a greater emphasis on securing foundational knowledge across phonics, writing and mathematics. By strengthening early identification of need, improving precision in assessment and ensuring pupils master the essential knowledge and skills required for future learning, the school aims to improve disadvantaged pupils' outcomes in the Phonics Screening Check, Multiplication Tables Check and writing attainment and progress measures. This work is closely aligned with whole-school priorities around assessment, reading, phonics and fluency, writing, mathematical foundations and Early Years provision.

Attendance has also remained a continued focus. While overall attendance and persistent absence rates for disadvantaged pupils are broadly in line with national figures, persistent absence remains too high at 32%, limiting some pupils' access to high-quality teaching and learning. During the review period, the school recognised the need for greater precision in attendance monitoring and intervention. Consequently, the new strategy introduces a much more analytical and responsive approach to attendance, using detailed pupil-level data analysis to identify emerging patterns, target support earlier and evaluate the impact of interventions more effectively. This enhanced approach will enable leaders to deploy resources more strategically and ensure barriers to attendance are addressed swiftly.

Overall, the previous strategy has secured strong outcomes for disadvantaged pupils, particularly at Key Stage 2, demonstrating the effectiveness of targeted support and inclusive practice. The next stage of development is focused on strengthening the foundations of learning from the earliest years, ensuring that disadvantaged pupils develop the reading, writing and mathematical knowledge they need to access the full curriculum successfully and achieve even *stronger outcomes over time.*

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
WELLCOM	GL Assessment
Widget	Widget Software
Lexia	Lexia UK
Clicker	Cricksoftware
Numbots	Maths Circle
Thrive	Thrive Approach Ltd

TES Provision map	TES Global Limited

Service pupil premium funding (optional) £2520

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
Pastoral and emotional support delivered by trained pastoral lead in response to weel being survey, teacher and parent concerns Social and emotional learning resources
The impact of that spending on service pupil premium eligible pupils
Close tracking of the emotional well being of pupils and timely referrals to outside agencies where a need was identified.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.