

Pupil premium strategy statement – Norton Primary School

This statement details our school's use of pupil premium (and recovery 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	12
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2025
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Jane Farren
Pupil premium lead	Jane Farren
Governor / Trustee lead	Louisa Brooks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 17,460
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£
Total budget for this academic year	£17,460

Part A: Pupil premium strategy plan

Statement of intent

At Norton Primary School, we have a relatively small % of pupils in receipt of Pupil Premium (Well Below Average range). Internal assessments and monitoring indicate that these children have varied outcomes compared to their peers; outcomes often depend on SEND need.

It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress relevant to their starting points in all subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already achieving well. In addition to this, we will consider the challenges faced by vulnerable pupils, such as those who have a social worker and our GRT pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not, as we believe for these children to make progress.

We have high expectations for all our pupils. Having analysed data and feedback, we know that our children learn best through inclusion; being able to work alongside their peers with staff who know each one of them and the next steps in their learning and CPD is prioritised. 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 (Education Endowment Foundation 2021). Therefore, our premiums are primarily allocated to enabling smaller classes with skilled staff employed directly by the school.

Through careful monitoring, we will also respond to low levels and persistent absences to ensure that all pupils have access to consistent and regular schooling. We 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. Our approach and plans are also outlined in the School Development Plan.

To ensure they are effective we will:

- Ensure the acquisition of language is prioritised.
- To ensure disadvantaged pupils attend school regularly.
- Ensure disadvantaged pupils are challenged in the work that they're set.
- Act early to intervene at the point need is identified.

Challenges

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

Challenge number	Detail of challenge
1	<i>Reduced Language; speech and communication skills impacting on learning and outcomes for different groups: GLD: GRT, PP, CIN KS1 KS2</i>
2	<i>Poor attendance for some target/vulnerable pupils results in gaps in subject knowledge GRT, PP, CIN</i>
3	<i>Vulnerable group rate of progress means that they often do not reach greater depth</i>
4	<i>A significant number of pupil premium pupils also have SEND. This impacts further on their progress (see above data)</i>

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
<i>1. Improved speech, language and communication skills for target pupils impacts on pupil outcomes</i>	<i>Assessment shows accelerated speech, language and communication improvement for target pupils</i>
<i>2. PP pupils good attendance means that they make good progress</i>	<i>PP pupils attendance is at least in line with other pupils and above 95%</i>
<i>3. Vulnerable pupils make good progress so that more vulnerable/PP pupils reach greater depth by the end of KS2</i>	<i>The % of Pupil Premium pupils reaching greater depth in Reading, Writing and Maths by the end of KS2 is in line with that of non-pupil premium</i>
<i>4. For pupils who have SEND and are eligible for pupil premium support to have improved outcomes.</i>	<i>Pupil Premium data for KS1 and KS2 for reading, writing and maths will show a sustained or narrowing of any gaps with progress relevant to their individual starting points.</i>

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
Enhancement of our maths teaching and curriculum thorough quality CPD from the Maths Hub and White Rose.	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stage 2 and 3	3
All children are taught in smaller classes with teachers and TAs who know them well	Our children have told us about the importance of belonging to a class, not being singled out and not missing lessons for additional interventions	2,3,4

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional maths sessions targeted at disadvantaged pupils including the bottom 20%, who require further teaching to narrow the gap in attainment.	Small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress and teaching a specific skill. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition https://www.risingstars-uk.com/	3
<i>Tutoring for target pupils (Y1-3) in phonics, reading and Maths</i>	The Education Endowment Foundation (EEF) highlights that targeted, frequent and consistent small-group tuition sessions can help struggling pupils to make around 4 months' additional progress over the course of an academic year. 26 Oct 2022	2,3,4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's	The DfE guidance has been informed by engagement with schools that have significantly 6 11 Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/school-attendance Engage with parents and Education Welfare Consultant promote positive attendance.	2

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

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Small numbers of PP pupils in the school mean that patterns/trends against national comparisons can be misleading. For example, in year 6, 1 PP child achieved the expected level and therefore 100% of PP achieved the expected level. In some year groups, PP children are also SEND and so measuring progress from their starting points is crucial.