

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	Norwell
Number of pupils in school	57
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022- 2024/2025
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kathryn King Headteacher
Pupil premium lead	Kathryn King Headteacher
Governor / Trustee lead	Chris Cross, governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,795
Recovery premium funding allocation this academic year	£1000
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	£15,795

Part A: Pupil premium strategy plan

Statement of intent

Our intention for all pupils is that all children in our school make good progress and achieve their targets which are aspirational across all areas of the curriculum.

The focus of our pupil premium strategy is to support our disadvantaged pupils to achieve these goals. As part of this we will consider the different challenges faced by all of our vulnerable pupils. The activity outlined in this statement is intended to support the needs of all our vulnerable children.

High quality teaching in small class sizes is at the heart of our approach with a focus on supporting our disadvantaged children in specific areas. By doing this we aim to close the disadvantaged attainment gap and this will also benefit non- disadvantaged pupils in our school by ensuring non-disadvantaged pupils' attainment will be sustained and improved alongside that of disadvantaged pupils.

Our approach is flexible in nature and will respond to changes in need and challenges.

Through an improved programme of assessment and tracking, we aim to act early to intervene at the point where need is identified where all staff understand and work actively to raise expectations and outcomes for disadvantaged pupils through a whole school approach.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Assessments, observations and discussions indicate that maths attainment among disadvantaged pupils is significantly below the expected level and age related expectations.
3	Assessments, observations and discussions indicate that writing attainment among disadvantaged pupils is significantly below the expected level and age related expectations.
4	Assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by the partial school

	<p>closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has led to significant knowledge gaps which has negatively affected attainment against age-related expectations.</p>
5	<p>Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been around 92%. However during 2019-2020 this fell to 88% as a result of the disruptions in education due to Covid.</p> <p>29% of disadvantaged pupils have been 'persistent absent' during that period. Our assessments and observations indicate that absenteeism is negatively impacting on progress for disadvantaged pupils.</p>
6	<p>Limited life experience</p> <p>The majority of our disadvantaged children are not exposed to a wide variety of life experiences that allow them to learn and understand, in context, vocabulary to enable them to fully access their curriculum.</p> <p>This cohort of children have limited access to events and visits to places of interest. This has been further affected by the pandemic. The impact of having these limited experiences means they are unable to draw on prior knowledge when thinking and discussing events and and objects in context.</p>
7	<p>Well-being and mental health</p> <p>Our assessments, observations and conversations with pupils and their families indicate that the well-being of our pupils, including those who are disadvantaged, have been impacted by partial school closures. This affected our disadvantaged pupils more significantly as a high percentage did not attend school during the closures and opted for learning from home and although they were supported by online learning and loans of IT equipment and dongles, this cohort of children had difficulties accessing this remote learning. This has resulted in significant gaps in knowledge leading to pupils falling further behind in terms of age related expectations.</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 phonics attainment among disadvantaged pupils	<p>Phonics screening check scores show children are making phonological progress –</p> <p>50% of disadvantaged children make accelerated progress and pass the Phonics screening</p>

Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in 2024/2025 show that 100% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils	KS2 maths outcomes in 2024/2025 show that 100% of disadvantaged pupils met the expected standard.
To improve and sustain attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/2025 demonstrated by</p> <ul style="list-style-type: none"> • The overall attendance rate for all pupils being no more than 96% • The percentage of all pupils who are persistently absent being below 5%
Increase enrichment opportunities to enhance the curriculum	Children will have experienced a significant range of wider opportunities and experiences which develop their vocabulary, knowledge and skills.
To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils.	<p>Sustained level of wellbeing from 2024/25 evidenced through fewer referrals to Healthy Families and CAMHS</p> <p>Reduced number of children needing support from the Mental Health First Aider</p> <p>Increased engagement in all aspects of learning.</p>

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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated SSP programme (Little Wandle) to secure stronger phonics teaching for all pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3, 4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. 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).	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 Stages 2 and 3	2, 4

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	1, 3, 4,

who require further phonics support.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5795

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance and attend attendance networks.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4, 6
<p>Educational visits and enrichment activities/opportunities (capital culture) to increase learning, oracy and vocabulary development.</p>	<p>Studies of communication and language approaches consistently show positive benefits and that children involved in communication and language approaches make additional progress (approx.. 6 months over a year) (EEF)</p> <p>Action research has demonstrated that there is greater involvement in learning for all children when topics/ themes are introduced following an enhancement activity (hook)</p> <p>https://www.trueeducationpartnerships.com/schools/use-of-hooks-into-lessons/</p>	5,6

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £15,795

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 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Overall attendance in 2020/21 was lower than in the preceding 2 years at 88%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was high. This is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- 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 triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours however due to our small cohort numbers the data and comparisons were not available.

We looked at a number of 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 also looked at studies about the impact of the pandemic on disadvantaged pupils.

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.