

# Pupil premium strategy statement – Norwell C of E 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	56
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	Reviewed November 2023
Statement authorised by	Kathryn King, Headteacher
Pupil premium lead	Kathryn King, headteacher
Governor / Trustee lead	Chris Cross, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,235
Recovery premium funding allocation this academic year	£500
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£15,735</b>

# 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 in small class sizes 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 is also integral to wider school plans for education recovery following the COVID-19 pandemic.

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 Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with spelling/phonics than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that maths and writing attainment among disadvantaged pupils in Key Stage 2 is below that of non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.
5	Our attendance data from September 2022 to July 2023 over the last year indicates that attendance among disadvantaged pupils has been between only 1% lower than for non-disadvantaged pupils.  Across the school the % of students who met the PA absence threshold was 18% (10 students) 40% of this figure are children in receipt of Pupil Premium (4 children). Our assessments and observations indicate that Persistent absenteeism is negatively impacting disadvantaged pupils' progress.

## 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.	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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 67% of disadvantaged pupils met the expected standard.( Predicted 2 out of 3 children)
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 67% of disadvantaged pupils met the expected standard.( Predicted 2 out of 3 children)

Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 100% of disadvantaged pupils met the expected standard.(3 out of 3 children)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.</li> <li>• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</li> </ul>

## 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: **£13,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily</p>	2

teaching for all pupils( Little Wandle)	comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	3
Enhancement of our writing teaching and curriculum planning in line with EEF guidance.	The EEF guidance on developing literacy <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	3,4
Use of TA's to add value to teaching	Using the EEF guidance on using TA's effectively to add value to teaching <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	3,4

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

Budgeted cost: **£1000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics/ spelling and reading sessions and resources targeted at disadvantaged pupils aged 7+who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

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

Budgeted cost: **£1000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> 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.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All

**Total budgeted cost: £15,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Improved oral language skills and vocabulary among disadvantaged pupils**

Extra phonics and English interventions have resulted in accelerated progress in speech and vocabulary for targeted children.

#### **To improve reading attainment among disadvantaged pupils.**

The whole school completed Little Wandle training to ensure all staff understand the importance of early phonics and reading. The Little Wandle website provides ongoing support for staff. Staff have also just completed refresher training after using the scheme for 2 years.

Across the school the Little Wandle phonics scheme was purchased including freizes and posters for classroom displays for children. Monitoring has shown that staff confidence using Little Wandle to deliver the SSP scheme has increased. Staff are showing fidelity to the scheme. Yr 1 Phonics data identifies that disadvantaged pupils performed in line with their peers.

Children identified through assessments as having gaps in learning have had targeted reading interventions and Catch- up phonics interventions.

Yr 6 reading outcomes for July 23 are in line with national.

The school has moved from group reading to whole class reading activities based on good quality texts to engage children in discussions about reading to help encourage them to read more regularly.

Reading at home is recorded in their planners and checked regularly by staff and children get entered into the reading raffle to encourage them to read. An outside library has also been set up to encourage reading for pleasure.

Staff have had CPD on whole class reading focusing on the exploration of a text which staff have implemented.

#### **To improve writing attainment among disadvantaged pupils.**

The school has purchased The Write Stuff – Jane Considine to target writing progression and have stopped using the Talk 4 Writing approach. All staff have received training and all the resources needed to deliver it with fidelity have been

purchased. The school is only in the first full year of using the new resources but monitoring of its delivery by teachers has been positive.

Monitoring has shown that staff confidence using the new writing scheme which is based on good quality texts to deliver writing has increased. Staff are showing fidelity to the writing scheme and early monitoring of writing this term is positive.

Yr 6 writing data for July 23 is in line with national data.

### **To Improve maths attainment for disadvantaged pupils at the end of KS2**

The maths curriculum and schemes from Power Maths are embedded in KS1 and KS2

In EYFS they have had success with Mastering Number from the NCETM which is also done in KS1 alongside Power Maths. Key concepts, skills and knowledge are taught explicitly and each lesson builds on prior learning and challenges children to reflect to deepen their understanding. Mastery maths pedagogy is well developed across the school and continues to be enhanced by the work of the maths lead in the Sustaining mastery work via involved with the Maths Hub. This is the third year of the programme.

Yr 6 maths data for July 23 at 82% is significantly above national.

### **To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.**

We have trained a member of staff in ELSA who works with children to improve wellbeing and emotional literacy.

We also ensure pupils have opportunities to take part in a wide range of extra curricular activities such as choir and sports to develop new skills and friendships.

We subsidise residential and trips to ensure they access a wider range of opportunities to promote positive wellbeing.

### **To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.**

We have a range of systems in place to encourage good attendance.

Attendance is reviewed daily and first day calling is made for those not in school.

Attendance is monitored half termly by the EHT and SLT and concerns and patterns of absence are noted. At the end of each half term, letters are sent out where attendance has dropped below 90%. Attendance concerns are also discussed at Parents Evenings and information on attendance is included in newsletters.

In the children's individual planners they note their attendance each half term so they are also aware of the amount of school they are missing. Currently level of attendance is at 95% in line with national.

Through all the CPD and new initiatives we feel we are on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

## Further information (optional)

### Additional activity

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.
- utilising a [DfE grant to train a senior mental health lead](#). 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, conversations with parents, students 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 and contacted schools with high-performing disadvantaged pupils to learn from their approach.

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.