

## 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	Norton Primary School
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2023
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Standards and Curriculum committee (governors)
Pupil premium lead	Jane Farren
Governor / Trustee lead	Louisa Brooks

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£1,345 x 9= £12,105</b>
Recovery premium funding allocation this academic year	£11, 920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	n/a
<b>Total budget for this academic year</b> If academic year	£24,000

# Part A: Pupil premium strategy plan

## Statement of intent

*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.*

*Therefore, our premiums are primarily allocated to enabling smaller classes with skilled staff employed directly by the school.*

*Interventions are held within the class where possible and include pre-teaching and opportunities for immediate feedback.*

*Children learn best when they feel connected in a safe, secure environment where their voice is listened to. Supporting children within the class means that disruption to learning the wider curriculum learning is minimised.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<i>Reduced Language, speech and communication skills impacting on learning and behaviour</i>
2	<i>Access to reading: to ensure reading outcomes are at least as high for disadvantaged pupils and other pupils</i>
3	<i>Missed phonics: to ensure phonics outcomes are at least as high for disadvantaged pupils and other pupils</i>
4	<i>Missed in class maths teaching: to ensure understanding of number is at least as high for disadvantaged pupils and other pupils</i>
5	<i>Gaps in wider curriculum progression due to COVID-19 attendance and varied home learning engagement</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
Reduced Language, speech and communication skills are improved for all groups of children; impacting on learning and behaviour	All staff are trained in language, speech and communication so that all children receive the best teaching and make strong progress
Disadvantaged pupils are supported with well-being activities so that they feel safe and are ready to learn	Disadvantaged pupils make good progress because they feel safe and supported in school
Educational outcomes for phonics, reading and number are above average for all groups as disadvantaged pupils make excellent progress	PP,PP+, GRT pupils make excellent progress so that they leave their key stage above national comparisons
All pupils have equal access to a wide curriculum which gives them knowledge and cultural capital to thrive	PP. PP+, GRT, SEN pupils (and identified pupils) have a varied and exciting curriculum which has a clear progression

## 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

Budgeted cost: £ 20,000 (total including targeted academic support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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

Budgeted cost: £ 20,000 (total including teaching)

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class interventions: Pre teaching Immediate feedback Small group/1:1 to catch up (child specific)	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

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support for identified pupils	ELSA supports pupils with a range of emotional and well-being needs (see ELSA file for evidence)	1,5

Speech language and communication training for all staff	Evidence shows that children with poor communication skills make slower progress and their behaviours are impacted negatively.	1,2,3,4,5
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**Total budgeted cost: £ 24,000**

## 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.

- *Thorough and consistent assessment (Maths, Reading, Writing and Phonics) leads to precise interventions and accelerated progress*
- *Whole school planning/progression is embedded for teaching for Mastery (Maths, Reading, Writing and Phonics) across all year groups*

*Despite COVID all pupils made good progress. Reading, phonics and number were particularly strong; disadvantaged pupils made progress at least in line with non-disadvantaged pupils*

### 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
ELSA	

### 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?	Individual spend according to pupil need: music lessons
What was the impact of that spending on service pupil premium eligible pupils?	

