

# 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 CEVC Primary             |
| Number of pupils in school                                                                                      | 210                             |
| Proportion (%) of pupil premium eligible pupils                                                                 | 15% (32/210)                    |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2022; 2022-2023; 2023-2024 |
| Date this statement was published                                                                               | October 2021                    |
| Date on which it will be reviewed                                                                               | October 2022                    |
| Statement authorised by                                                                                         | Lisa Sparkes                    |
| Pupil premium lead                                                                                              | Peter Mabbitt                   |
| Governor / Trustee lead                                                                                         | Alison Bass                     |

## Funding overview

| Detail                                                                                                                                                                      | Amount  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                                                                                                         | £35,865 |
| Recovery premium funding allocation this academic year                                                                                                                      | £3,625  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | n/a     |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £39,490 |

# Part A: Pupil premium strategy plan

## Statement of intent

Introduced in 2011, the pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children. This is based on research showing that children from low income families perform less well at school than their peers. Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, less family support, lack of confidence and issues with attendance and punctuality.

Over the last two years, national lockdowns and virus control measures, alongside the deepening economic impacts of Covid 19 and Brexit, have led to higher numbers of pupils qualifying for pupil premium nationally.

The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates.

This Pupil Premium strategy is based on the guidance of the Education Endowment Foundation, and is designed around four guiding principles:

1. Diagnosis of pupils' challenges and needs, using analysis of:
  - a) performance data
  - b) attendance data and levels of persistence absence
  - c) behaviour incidences and exclusions data
  - d) information on wellbeing, mental health and safeguarding
  - e) the provision of and access to technology and curricula materials
2. The use of evidence to inform decision-making about:
  - a) High-quality teaching
  - b) Targeted academic support
  - c) Wider strategies
3. Successful implementation, based on the alignment of the strategy through school development planning:
  - a) Reflecting on and building on existing provision; recognizing when the impact of activities is weak
  - b) Aligning strategy with the existing beliefs, assumptions and practices of staff
  - c) Where necessary, changing processes, policies and structures
  - d) Providing the necessary professional development and support to all staff
4. Monitoring and evaluation, considering:
  - a) Ownership of the strategy
  - b) The provision of flexible and motivational leadership as barriers emerge
  - c) Training and follow-up support beyond initial training
  - d) The response to the implementation data, and how approaches are tailored and improved
  - e) Sustainability of the strategy within three annual cycles
  - f) Goal-setting, with short, medium, and longer-term outcomes
  - g) Rigour

## Challenges

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

|   | Challenge                                                                                                                                                                                              | Evidence                                                                                                                                                                            |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Gaps in prior learning due to COVID and previous experiences                                                                                                                                           | Attainment and progress for disadvantaged pupils is an uneven picture across the school:<br>- Insight Tracking                                                                      |
| 2 | Many children are not avid readers: they do not enjoy reading, or benefit from the increased rate, fluency, vocabulary and knowledge that comes with reading for pleasure.                             | - Insight Tracking SUM2 Main Assessment<br>- STAR Reading Test<br>- Accelerated Reader Quiz Data<br>- Speech Link                                                                   |
| 3 | Addressing specific learning behaviours e.g. lack of independence, resilience or confidence, low self-esteem in some individual pupils, school readiness, social skills                                | - CISS involvement<br>- Take up on Numbots, TTRS, AR, Read Theory, Mathletics, Any informal stats from home learning                                                                |
| 4 | Limited vocabulary - affects reading comprehension, especially inference and deduction of more complex texts, and understanding of mathematical concepts such as reasoning skills and problem solving. | - Rising Stars MARK Question Level Data for PIRA/PUMA assessment Strands<br>- STAR Reading Test analysis<br>- AR Quiz/AR Vocab Quiz/Read Theory Test analysis                       |
| 5 | Addressing pupil wellbeing and mental health                                                                                                                                                           | - Number on SEN Register with SEMH needs<br>- Number on ELSA Register<br>- Borderline school refusers                                                                               |
| 6 | Improving access to technology and educational materials                                                                                                                                               | - Number taking up school laptops<br>- Take up on Numbots, TTRS, AR, Read Theory, Mathletics, Any informal stats from home learning                                                 |
| 7 | Specific additional needs included those being supported as SEN                                                                                                                                        | - Although largely positive progress is evident on the whole, when a range of standardised assessment is averaged, there remains uneven patterns of attainment for pupils with SEND |
| 8 | Some less-effective parent partnerships block the development of shared approaches to overcoming barriers improve attendance/punctuality                                                               | - Attendance stats from office<br>- Parent Evening consultations<br>- SEN Support plan meetings<br>- parent info evenings                                                           |
| 9 | Limited access to wider enrichment activities                                                                                                                                                          | - Number taking up school laptops<br>- Take up after-school clubs<br>- attending residential<br>- support with trips etc                                                            |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Children's gaps in learning are identified and targeted                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>- Analysis of whole class data gives teachers a clear picture of where strengths and weaknesses lie within each subject</li> <li>- Termly data meetings with Headteacher establish clear plans for targeting gaps in learning, and demonstrate the impact that this is having</li> <li>- Analysis of assessment strands within PIRA/PUMA data show similar strengths and areas between assessment strands, without significant gaps</li> <li>- Disadvantaged children achieve in line with their peers</li> <li>- Academic Results 2021-2022, 2022-2023, 2023-2024</li> </ul>                                                                                                                                                       |
| All children, including those socially disadvantaged, at Norton CEVC Primary School are avid readers: they enjoy reading, and the results of this are evident in their increased rate, fluency, vocabulary and knowledge that comes with reading for pleasure. | <ul style="list-style-type: none"> <li>- Pupil surveys and interviews, and parental questionnaires, reveal that children enjoy reading activities in school, and reading for pleasure outside school</li> <li>- Accelerated Reader data evidences healthy attitudes to reading for pleasure</li> <li>- Analysis of reading data (STAR, PIRA, Read Theory, Phonics records, EYFSP, EY Baseline)</li> <li>- Reading is shown to be valued throughout the school (school library, class book areas, shared book time, guided reading, display etc)</li> <li>- Class Libraries and School Library are inviting &amp; well-stocked</li> <li>- Fluency/Word Reading Assessment package adopted, eg DIBELS</li> <li>- Academic Results 2021-2022, 2022-2023, 2023-2024</li> </ul> |

|                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>All children at Norton CEVC Primary display healthy attitudes to learning and school life in general: they are motivated to succeed and show positive learning behaviours.</p>                                                                                                    | <ul style="list-style-type: none"> <li>- Classroom observations and pupil perceptions across different subject areas by staff/SENCO/SLT/HT demonstrate that disadvantaged children enjoy school, and display appropriate learning behaviours.</li> <li>- ELSA and other class observations reveal that disadvantaged children with social, emotional and/or mental health difficulties are empowered to want to learn and experience successes in school</li> <li>- Academic Results 2021-2022, 2022-2023, 2023-2024</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                |
| <p>All children at Norton CEVC benefit from a vocabulary-rich curriculum with well-structured vocabulary progressions across a range of subjects; children recognise the power and the importance of language acquisition, and are able to access increasingly challenging tasks</p> | <ul style="list-style-type: none"> <li>- Explicit vocabulary teaching in core and foundation subjects emphasises key vocabulary within individual lessons, and across schemes of learning</li> <li>- All children, including disadvantaged groups, are aware of the importance of the correct terminology</li> <li>- All children, including disadvantaged groups, are aware of how a wide vocabulary empowers them</li> <li>- Children achieve well in areas of the curriculum where a rich and expansive vocabulary are needed, eg reading comprehension, problem-solving, emotional literacy etc. This is evidenced in analysis of data</li> <li>- Data analysis shows improved performance for disadvantaged pupils in areas related to vocabulary</li> <li>- Vocabulary screening tests, eg BPVS, make individual progress visible</li> <li>- Academic Results 2021-2022, 2022-2023, 2023-2024</li> </ul> |
| <p>As Healthy Champions, pupils at Norton CEVC Primary School report high levels of wellbeing, and feel supported when vulnerable to or affected by instances or spells of poor mental health</p>                                                                                    | <ul style="list-style-type: none"> <li>- Data collected from annual Pupil Perception surveys and parent surveys attest to the children's continued wellbeing and positive attitudes to school.</li> <li>- ELSA records point to an improvement in the wellbeing and the development of healthy attitudes towards school amongst the most vulnerable pupils</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>All children at Norton CEVC Primary School have access to high quality technology and educational materials, to support their learning and development, whether in school or at home.</p> <p>All families feel welcome and supported to approach the school to ensure that their children are able to have the same opportunities to both essential and wider curriculum access.</p> | <ul style="list-style-type: none"> <li>- All pupils have the opportunity for fast, reliable internet access and a network infrastructure that supports rather than hinders learning in the 21<sup>st</sup> Century</li> <li>- All pupils benefit from a wide range of current multimedia resources to support learning across the curriculum</li> <li>- The school is instantly ready to switch to blended, high-quality remote learning in the event of individual or group absences due to Covid, or further national/regional lockdowns</li> <li>- Academic Results 2021-2022, 2022-2023, 2023-2024</li> </ul> |
| <p>Specific additional needs, including those being supported as SEN, are being met, both at whole class level and within specific intervention programmes</p>                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>- Long-time 'shielding' pupil receiving nurture sessions alongside curriculum provision</li> <li>- SES (prev. CISS) support staff through their involvement in meeting the needs of vulnerable learners</li> <li>- Academic Results 2021-2022, 2022-2023, 2023-2024</li> <li>- Progress tracked through a range of standardised assessments over time reflects a more even picture</li> </ul>                                                                                                                                                                              |
| <p>Parent partnerships support the development of shared approaches to overcoming barriers to improve attendance/punctuality, and to raise attainment</p>                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>- Positive parent engagement in 'share' events (class assemblies, reading café, Mothers'/Fathers' day etc)</li> <li>- Increased participation in parent workshops (Reading, behaviour, ELSA, maths etc)</li> <li>- Attendance records report improving patterns of (and total) attendance with respect to those families for whom this data has historically proven to be less-favourable</li> </ul>                                                                                                                                                                       |
| <p>No child is denied the opportunity to wider enrichment activities, purely due to their socio-economic circumstances</p>                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>- Continued full attendance and take-up on school trips and other enrichment activities</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: £3345

| Activity                                                                                                                                                                                                                                                                                                                                                    | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Purchase and use of standardised, diagnostic assessments (researching means of tracking the development of vocabulary &amp; reading rate and fluency)</p> <p>Targeted training to ensure rigour in the administration of tests and the analysis and interpretation of results</p> <p>Continued development of the use of the Insight tracking system</p> | <p>Patterns of strengths and weaknesses are identified within individuals and class groups, and across wider school groups, which are then used to inform teaching and intervention programmes.</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> | 1,2,4                         |
| <p>Regular release time for in depth analysis of Pupil Premium Data in relation to whole school data, and frequent reviews to Pupil Premium Strategy</p>                                                                                                                                                                                                    | <p>1-day cover per half term for Pupil Premium Lead and HT to monitor progress of disadvantaged children and progress of planned activities described herein: this may include data analysis, lesson drop-ins, pupil perception surveys etc, as well as continued research, and refocusing of the Pupil Premium Strategy where necessary</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>                                                                                                                                           | All                           |

|                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <p>Development of ELSA programme and provision of curriculum events/workshops for parents (eg, supporting reading, maths, social and emotional learning etc)</p> <p>Development of approaches (through CPD) to further embed high quality social and emotional learning into routine educational practice</p> | <p>Use evidence linking improved social and emotional skills with improved outcomes at school and in later life (eg improved attitudes, academic performance, behaviour, mental health, and relationships with peers)</p> <p><a href="#">EEF Social and Emotional Learning</a></p> <p>‘Ensuring that every teacher is supported to keep improving is the key ingredient to a successful school’</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil%20Premium%20Guidance%20iPDF.pdf">educationendowmentfoundation.org.uk/public/files/Publications/Pupil Premium Guidance iPDF.pdf</a></p> | <p>1,3,5,7</p>     |
| <p>Development of the school’s culture in terms of it being regarded as a working environment where evidence-informed research, high quality CPD, and coaching combine to create a culture where ‘everyone is a learner’:<br/>Walkthrus CPD Package</p>                                                       | <p>CPD is valued and runs through performance management, staff development and whole-school development structures</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil%20Premium%20Guidance%20iPDF.pdf">educationendowmentfoundation.org.uk/public/files/Publications/Pupil Premium Guidance iPDF.pdf</a></p>                                                    | <p>1,2,3,4,5,7</p> |

|                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <p>Develop provision for high quality vocabulary teaching in the school, ensuring that vocabulary acquisition and application is an integral structure of all areas of the curriculum</p> | <p>Use evidence linking the importance of vocabulary and oracy to ensure the curriculum is threaded with explicit vocabulary teaching and learning opportunities which build year on year</p> <p><a href="#">EEF Vocabulary Enrichment Intervention</a></p> <p><a href="#">EEF Guidance for teachers – Literacy</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a></p> | <p>2,4</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|

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

Budgeted cost: £36986.20

| Activity                                                                                                                                | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Development of targeted small group tutoring <ul style="list-style-type: none"> <li>- Year 4 cohort</li> <li>- Year 6 cohort</li> </ul> | School-based tuition is targeted at specific needs and knowledge gaps which can be a very effective method to support disadvantaged and/or low-attaining pupils<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a><br>One to one tuition   EEF ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )<br>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF | 1,2,3,4,5 (8)                 |
| Continued development of intervention provision                                                                                         | Additional TA support can add value to pupil attainment and their development as learners; they can deliver high-quality, evidence-informed interventions to individuals or groups.<br>Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF<br>Phonics   Toolkit Strand   Education Endowment Foundation   EEF<br><a href="#">Maths_guidance_KS_1_and_2.pdf</a> ( <a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a> )                                                                                                                          | 1,2,3,4,5,7                   |

|                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                         |                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <p>Additional support deployed strategically to pupils or year groups where there is/are additional need/s</p> <ul style="list-style-type: none"> <li>- Year R cohort</li> <li>- Year 6 cohort (one pupil remote learning on a semi-permanent basis)</li> <li>- Year 4 cohort</li> </ul> | <p>Additional TA support can add value to pupil attainment and their development as learners; they can deliver high-quality, evidence-informed interventions to individuals or groups.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> | <p>1,2,3,4,5,7</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|

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

Budgeted cost: £4161.50

| Activity                                                                                                                                                                                                                                                                                                                          | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Development of the school library, to support all children, including those socially disadvantaged, at Norton CEVC Primary School become avid readers.</p> <p>The library is used the promotion of reading, the loaning of reading and information books, and reading enrichment activities, such as book clubs and events</p> | <p>Effective school libraries are good for the development of literacy, mental health and academic attainment: the stronger the reading skills, the better they will do in all subjects. It is important for children to have the opportunity to make their own reading choices as this leads them to continue to read for pleasure.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a></p> | 1,2,4,6                       |
| <p>Enrichment activities, including trips out of school and visitors, are accessible to all children, to help them develop 'character' and build 'cultural capital'</p>                                                                                                                                                           | <p>By 'Character', we mean a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, cope with difficult situations, and build cultural capital. There is growing evidence that these skills are important to children's later outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 9                             |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                     |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                     |   |
| Lunchtime clubs and opportunities offer further enrichment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | See above                                                                                                                                                                                                                           | 9 |
| <p>Continue updating whole school computing provision: infrastructure, hardware, software and peripherals.</p> <p>Expand use of new computing suite to integrate more curriculum enrichment. Resource educational materials, to support learning and development, whether in school or at home.</p> <p>Maintain contingency fund and plan for worst-case Covid developments, eg the provision of laptops/tablets, wireless dongles etc, to ensure all children can maintain a full and rich spell of blended, remote learning</p> <p>All families feel welcome and supported to approach the school to ensure that their children are able to have the same opportunities to both essential and wider curriculum access.</p> | <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/remote-learning-for-pupils">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/remote-learning-for-pupils</a> | 6 |

**Total budgeted cost: £44,492.70**

Nb £5000 School-led Tutoring Service Allocation used for majority of small group tutoring costs. Overall budgeted cost: 39,492.70