

Pupil Premium Strategy Statement – Norton CEVC 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	206
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Lisa Sparkes, Headteacher
Pupil premium lead	Peter Mabbitt Deputy headteacher
Governor / Trustee lead	Alison Bass , Lead for Disadvantaged Pupils

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,209
Recovery premium funding allocation this academic year	£1,817
Total budget for this academic year	£46,026

Part A Pupil Premium Strategy Plan

Statement of Intent

Norton CEVC Primary School is a rural primary school in Suffolk that serves Norton and the surrounding villages although some of our children come from out of catchment. The school has 206 pupils on roll, with 14% of our pupils with SEND and 15% pupil premium. Out of the 15% who are pupil premium, 21% have SEND. 63% of our pupil premium children are in Key Stage 2.

At Norton we strive to ensure that we understand the needs of all pupils, irrespective of their background or the challenges they may face. 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.

Every decision made, with regards to Pupil Premium funding and approaches is backed up by sound education research, predominantly taken from the Education Endowment Foundation Toolkit (EEF).

We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At Norton we implement strategies and provide high quality opportunities to ensure that every child will achieve and reach their goals academically as well as in their personal development. We take time to fully understand the strengths of each child along with the needs and challenges that each pupil faces, and we ensure that we deploy funding to narrow the gap between socially disadvantaged pupils and their peers.

We are keen to work with families to ensure the best possible outcomes for all pupils. We are thorough in our approach and assessments so we know exactly where the gaps are and the support which is required for each child, addressing these within focused teaching sessions and bespoke interventions.

To support pupils' mental health and wellbeing we have an ELSA team who are trained to work alongside children to support them in addressing their emotional needs.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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. A focus on developing metacognitive thinking and self-regulation across the whole school will complement the aims of our strategy this year.

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	Language and communication needs, including vocabulary knowledge and acquisition: Assessments with children in reception and year 1 show that a high number of children, including disadvantaged pupils, have underdeveloped oral language skills and vocabulary gaps which impact their access to the broader curriculum and progress within reading and writing.
2	Social and Emotional Needs: Assessments and observations have identified that a number of our disadvantaged pupils have a range of ongoing social and emotional needs. These have been observed as a lack of resilience, difficulty to cope with some social situations and emotional overload along with lack of confidence and independence within learning activities. These needs have led to an increase in nurture support activities and ELSA support.
3	Gaps in learning - Writing (including SPaG and handwriting) 65% of children eligible for the Pupil Premium are not yet achieving the expected standard for writing, with 42% of these children well below. With many new initiatives now in place to boost pupils' writing, and assessments for Grammar, Punctuation, Spelling and Reading well-established and showing positive data, we consider that transcription and sentence punctuation rules are the areas where staff are experiencing most concerns.
4	Gaps in learning – Maths 50% of children eligible for the Pupil Premium are not yet achieving the expected standard for maths, with 35% of children considered 'just below' the expected standard. These children find it hard to retain their learning and apply their maths knowledge and skills independently to different situations.
5	Challenge and Feedback All children are not yet experiencing sufficient success in the classroom through adaptive or scaffolded learning; expectations of challenge are not consistent. Feedback provided to pupils is not always effective and pupils lack the metacognitive awareness to act upon it appropriately.
6	Attendance and Punctuality Of our pupils were identified as persistent absentees. Out of this percentage % were pupil premium children.

	Of our pupils were frequently marked late in the register or who arrived late when the register had closed.
7	Parental Engagement As a school we find that when a new initiative is introduced or an information session is delivered, it is often the same parents that attend. This was evident on recent online safety courses and RSE information evenings. As a school we need to find new ways which attract parents to attend these events so that we can inform them of how they can support their children in their learning and development.

Reading was a whole school priority last year, not just for our PP children. Therefore, we changed our approach to teaching reading, particularly in how we taught reading in Year 2 and Key Stage 2. Reading attainment across the school was good, with 89% of pupils achieving the expected and all PP children making good progress. We will continue to monitor reading closely; however, with much in place and working well, we have removed it from our challenges.

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
Challenge 1 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. EYFS and KS1 children will display improved oral language skills which will form the basis of literacy and future academic success as readers and communicators	• Explicit vocabulary teaching in core and foundation subjects emphasises key vocabulary within individual lessons, and across schemes of learning • All children, including disadvantaged groups, are aware of the importance of the correct terminology • All children, including disadvantaged groups, are aware of how a wide vocabulary empowers them • Children achieve well in areas of the curriculum where a rich and expansive vocabulary are needed, e.g. reading comprehension, problem-solving, emotional literacy etc. This is evidenced in analysis of data: • Data analysis shows improved performance for disadvantaged pupils in areas related to vocabulary • All children in EYFS and selected children in Y1 will take a Speech Link assessment to identify any barriers to learning, and subsequent interventions will show good progress against individual objectives • YARC Reading comprehension outcomes will show progress in decoding, fluency and comprehension skills. • By the end of KS2 children will be at least in line with national figures for Reading. • Vocabulary screening tests, eg BPVS, make individual assessments so that progress is visible • Academic Results 2023-2024 and 2024-2025.
Challenge 2: Students who learn metacognitive strategies are more aware of their own thinking and more likely to be active learners who learn more deeply.	Staff will have a greater understanding of metacognition, and this will impact the children's learning. Children will be taught the following areas linked to metacognition and this will be evident in observation of lessons and through discussion with pupils: • Break the problem down • Peer and partner work • Goal setting • Questioning • Improving self-regulation • Developing resilience • Self-evaluating • Identifying the best metacognitive strategies
Challenge 3: Improved writing attainment among	New spelling scheme implemented and an improvement in Spellings Assessments

disadvantaged pupils with a focus on sentence structure, spelling and punctuation	Teacher-assessed writing outcomes show a year-on-year improvement per pupil, per cohort and also for the school as a whole. This is evidenced in school, partnership and external writing moderation events. Academic Results 2023-2024 and 2024-2025. Varying numbers of disadvantaged children per class mean that summative end of Key Stage assessments do not always show a reliable increase, so we will continue to gauge progress through termly metrics such as teacher assessments, internal monitoring, and independent writing activities
Challenge 4: Improved maths attainment for disadvantaged pupils at the end of KS2. Pupils able to transfer and apply skills to different areas of maths with increasing confidence and fluency.	The school's new approach to maths, with a greater focus on mastery, will be embedded and a consistent approach will be delivered across the school. In observations SLT will observe children being able to transfer skills to different areas of maths. Ongoing maths assessment outcomes show a year-on-year improvement per pupil, per cohort and also for the school as a whole. Academic Results 2023-2024 and 2024-2025. Varying numbers of disadvantaged children per class mean that summative end of Key Stage assessments does not always show a reliable increase, so we will continue to gauge progress through termly metrics such as teacher assessments, White Rose Assessments, Shine and Number Stack assessments
Challenge 5: Children will use feedback to move their learning on and to challenge themselves to make links and apply knowledge in learning.	Live marking will be seen in all classrooms Whole class feedback will provide greater clarity and children will edit and improve work following input Children will know how to challenge themselves in their learning and will be familiar with resources available in order to do so Children can articulate how they can challenge themselves in their learning.
Challenge 6 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	• See SDP as it is a priority Sustained high attendance from 2023/24 demonstrated by: - the overall absence rate for all pupils maintains a higher percentage than the national. • This can be monitored using the following link: https://explore.educationstatistics.service.gov.uk/find-statistics/pupil-attendance-in-schools • Careful monitoring of absences and putting into place school development plan actions for this academic year • Persistent Absences will be minimised. • New Attendance Policy will be approved • Improved communications regarding attendance and bespoke interventions.
Challenge 7	• Positive parent engagement in 'share' events (class assemblies, reading café, Mothers'/Fathers' Day etc)

Parent partnerships support the development of shared approaches to overcoming barriers to improve attendance/punctuality, and to raise attainment. 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.	• Increased participation in parent workshops (Reading, behaviour, ELSA, maths etc) • 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. • Parents will feel comfortable to approach members of staff at the start or end of the day. • The reintroduction of Parent Forums will be well attended. • Academic Results 2023-2024 and 2024-2025
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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: **£3400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	3 and 4
Embedding oracy and communication skills across the school. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Develop provision for high quality vocabulary/oracy teaching in the school, ensuring that vocabulary acquisition and application is an integral structure of all areas of the curriculum. To purchase books to encourage interest in subjects, support the learning and applying understanding of new learning.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF 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 EEF Vocabulary Enrichment Intervention EEF Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2	1
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	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)	4

access Maths Hub resources and CPD (including Teaching for Mastery training).	The EEF guidance is based on a range of the best available evidence: Mastery Learning Improving Mathematics in the Early Years and Key Stage 1 Improving Mathematics in Key Stages 2 and 3	
For all staff to receive training linked to Maths Mastery and Metacognition to develop an understanding of the pedagogy and how these approaches can move pupils' learning on and support children's learning behaviours.	The EEF guidance is based on a range of the best available evidence: Mastery Learning Improving Mathematics in the Early Years and Key Stage 1 Improving Mathematics in Key Stages 2 and 3 Metacognition and Self-Regulated Learning	2 and 4
To focus on how teachers and support staff provide relevant live marking and feedback which is in the moment to address misconceptions in maths and English, to improve attainment and reinforce strategies linked to metacognition.	EEF Teacher Feedback to improve pupil's learning Metacognition and Self-Regulated Learning	2 and 5

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

Budgeted cost: **£27912**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To employ an additional TA in EYFS to ensure that oral language interventions can be implemented and that the children have significant positive role models who can model, scaffold and develop talk and dialogue in the Early Years Classroom.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Additional phonics sessions targeted at disadvantaged pupils 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: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3 and 4
Additional support provided in identified classrooms to implement interventions linked to maths, such as NumberStacks and the use of Shine Interventions	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. https://educationendowmentfoundation.org.uk/evidence-guidancereports/teaching-assistants/	4

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

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Support Development of ELSA programme and provision of curriculum events/workshops for parents (eg, supporting reading, maths, social and emotional learning etc)	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)	2,6 and 7
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Attendance will be reported half termly in the newsletter.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6 and 7
The school aims to provide strong links with pupils on how we can support and engage parents in their child's schooling and education. The aim this year is to invite parents to the embedded class assemblies, Christmas and Easter Services but to also reinstate Parent Forums, ELSA coffee mornings and information workshops during the year	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Ensure school communications encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. EEF Parental Engagement	7

Total budgeted cost: £46,312.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

As a small primary school, it is very difficult to identify trends within our year groups as in some classes there may only be 3 children identified as disadvantaged and in others 6. Therefore, we make sure that we monitor, support and address the needs of all our pupils in receipt of pupil premium funding. Each half term, the school reviews attendance, support and interventions offered, enrichment and clubs attended and the pupil leaderships roles they have within the school.

Last year, in Year 6, there were six pupils with pupil premium. Their attainment is as follows:

- 83% of PP children in Year 6 achieved expected at reading, compared to 88% of non PP.
- 67% of PP children in Year 6 achieved expected at writing, compared to 83% of non PP.
- 50% of PP children in Year 6 achieved expected at maths, compared to 88% of non PP.

The progress score of these 6 pupils in reading was +6.17

The progress score of these 6 pupils in writing was +2.7

The progress score of these 6 pupils in maths was +1.025

National figures report that attainment in reading has fallen compared to 2022 for both disadvantaged pupils and other pupils. Attainment at the expected standard fell from 62% in 2022 to 60% in 2023 for disadvantaged pupils and from 80% to 78% for other pupils.

Attainment had increased from 2019 to 2022 for non-disadvantaged pupils, but it has now decreased back to 2019 levels. For the disadvantaged group, attainment had remained the same between 2019 and 2022, and has fallen again in 2023. This shows that our attainment in reading is improving very strongly compared to the drop shown by national figures.

Attainment in writing and maths has increased for both groups since 2022.

In writing, attainment rose nationally from 55% to 58% for disadvantaged pupils and from 75% to 77% for non-disadvantaged pupils. This means our pupils continue to make above national figures attainment.

In maths, attainment rose nationally from 56% to 59% for disadvantaged pupils and from 78% to 79% for other pupils. Our disadvantaged children achieved 50%, which did not reach the

national figure; however, we achieved a positive progress score for these children which showed that they had improved positively from their KS1 scores.

Last year, in Year 1, there were 4 children eligible for the pupil premium. 75% of these pupils passed their phonic screening test, compared to 81% for those not eligible.

Last year in Year 2, there were three children eligible for pupil premium. Using the KS1 teacher assessment framework, all three pupils fell below the expected in reading (0%) compared to 88% non-PP. In writing, one pupil (33%) reached expected compared to 73% non-PP, and the other fell below the expected. In maths two pupils (67%) met the expected compared to 77% non-PP. Progress was good at +0.3 for reading and +0.7 for maths and writing.

Last year we ensured that all children had the opportunity to experience a range of enrichment activities such as visits to places of worships, trips linked to the curriculum, sporting enrichments and after school clubs.

We also invested heavily on the well being of our pupils and families. In September 2023 we developed a Positive Mental Health and Well Being Team. We were able to share our Early Help offer on our website, have information boards and interactive displays around the school to share information about mental health and where to access support to different member of the school community. We invite parents in for coffee mornings and provided ELSA parent consultations.

Attendance: Overall attendance in 2022/23 was 94.6% compared to pre-pandemic levels of 96-97%. However, during the year the school suffered like most schools with a virus in Autumn 2 and we continued to have children testing positive for Covid, which resulted in 3 days at home. Our attendance did improve from the previous year, 2021-22, which was 91.8%. Our attendance for 2022-23 indicated that Pupil Premium had an attendance of 92.45% compared to non-Pupil Premium of 95.01%. 25% of our Pupil Premium had an attendance below 90%, however an analysis of data highlights that half of these pupils had medical reasons for lengthy periods of absence.

Externally provided programmes

Programme	Provider
SEND and Mainstream	EEF delivered by LA Clare Lamb

