

Norton CEVC Primary School Pupil Premium Strategy Statement



1. Summary information

School	Norton CEVC Primary School				
Academic Year	2020 -2021	Total PP budget	£40,592	Date of most recent PP Review	September 2020
Total number of pupils	210	Number of pupils eligible for PP	32	Date for next internal review of this strategy	January 2021

2. Current attainment 2019-20

	<i>All Year 6 Pupils at Norton (TA due to Covid)</i>	<i>Pupils eligible for PP at Norton 2019 -20 (4 pupils in Yr6)</i>	<i>All Pupils in school 2018-19</i>	<i>Pupils eligible for PP (Norton) 2018 -19 (6 pupils in Y6)</i>	<i>Pupils not eligible for PP (National 2019)</i>
% Y6 achieving National Standard or above in reading, writing & maths	69%	25%	73%	50%	71%
% Y6 achieving expected in reading (or better)	79%	50%	89%	83%	79%
% Y6 achieving expected in writing (or better)	80%	50%	85%	83%	83%
% Y6 achieving expected in maths (or better)	76%	25%	81%	83%	84%
Progress measure in reading			+1.9	-1.40	
Progress measure in writing			-1.3	0.58	
Progress measure in maths			-0.4	1.95	

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Limited vocabulary - affects reading comprehension, especially inference and deduction of more complex texts, understanding of mathematical concepts such as reasoning skills and problem solving and restricts the ability to attain at age-expected level.	
B.	Addressing specific learning behaviours e.g. lack of independence, resilience or confidence, low self-esteem in some individual pupils	
C.	Specific additional needs included those being supported as SEN	
D.	Gaps in prior learning due to COVID and previous experiences	
E	Attainment and progress for disadvantaged pupils is an uneven picture across the school.	
External barriers (issues which also require action outside school, such as low attendance rates)		
F.	Consistent attendance and punctuality.	
G.	Need to develop a closer partnership with some parents in order to develop shared approaches to overcoming barriers	
H	Limited access to wider enrichment activities	
Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	All pupils are making progress in phonics, reading skills and mathematical understanding. Through questioning and reasoning, in English and Maths, children are able to articulate answers and show understanding. Children will experience a range of literature and reading opportunities. Progress will be measured by: • Teacher assessments • Summative assessments (PUMA, PIRA and Accelerated Reader) • Insight tracking • Initial assessments at the start of the term following COVID-19 • Assessment at start and end of interventions • Progress Meetings • Registers and records show that all pupil premium children are given the opportunity to attend wider educational opportunities including trips and visits, extra-curricular activities • Initiates to improve outcomes will have a significant impact	All children, regardless of prior attainment, will make at least sufficient progress, with some of those whose attainment is below age related, beginning to catch up and achieve age related expectations or above. To ensure that all pupil premium children have the wider opportunities and experiences relevant to their peer group. All staff with undertake relevant training to support sufficient progress of pupils.

B.	To ensure children's emotional and physical needs are met (Maslow's hierarchy of needs) and that there is a whole school understanding of the barriers to learning for each child, including involvement and support from ELSA, outreach services and other agencies. Improved learning behaviours e.g. increased independence, resilience and confidence, raised self-esteem, particularly as children return to school following lockdown. Class teachers will reinforce daily learning muscles and reinforce accordingly. Identified pupils will attend ELSA sessions and impact will be measured through: • Intervention Monitoring Reports • Pupil profiles are completed and revisited throughout the year • Pupil Voice • Parent Questionnaire Evidence will also be obtained through • Observations	Whole school approach to reconnect children learning following COVID. Children have timely access to a professional to support them in meeting their emotional needs. External agencies play an active role in supporting children with a myriad of challenging circumstances. All teachers and support staff will understand individual needs and ways in which to support children effectively according to their individual needs. Improvements in learning behaviours demonstrated by targeted pupil premium children are evident through pupil voice, intervention monitoring reports, pupil
C.	Additional needs are supported effectively and pupils are well supported in class sessions and intervention support. • Baseline assessment monitors accelerated progress • Assessments inform teachers' planning and gaps in children's learning • Identification of SEND identified early • Pupil profiles are completed and revisited throughout the year • Intervention Monitoring Reports • Parent Questionnaire • Pupils with additional special educational needs show progress against their support plan • SLT reviewing and researching effective interventions to support learning	Children with additional needs are supported effectively through the school's SEND practice, with recognition and support for any additional factors that the children may face
D.	Gaps are identified and targeted teaching/interventions are developed to address these. These will be achieved by: • Teacher assessments • Summative assessments (PUMA, PIRA, Accelerated Reader) • Intervention Monitoring Reports	Formative assessment will show gaps which need to be addressed. Learning will be addresses and pupils will make (or exceed) expected progress. Appropriate interventions will be purchased to support learning

E.	Attainment and progress for disadvantaged pupils is an uneven picture across the school. Therefore, it is necessary to track pupils' progress and be aware of key year groups. Ensure that target setting reflects children's Early Years attainment in Mathematics and Literacy as well as GLD and KS1 results. Monitoring of progress will be effective and reviewed termly to ensure progress • Effective early interventions and teacher targeting are in place to challenge previously exceeding children and accelerate progress of children with potential. • Targeted support from leaders and school-based interventions for key year groups including early support for new starters is effective.	The difference between disadvantaged and non-disadvantaged pupils' attainment is reducing Disadvantaged pupils' attainment is in line with national 'other'. All disadvantaged pupils who attain exceeding in GLD at the end of EYFS and GDS in KS1 make the transition to greater depth Accelerated progress for children in receipt of interventions and other targeted support.
F.	Consistent attendance and improved punctuality. • Half termly attendance data will be above national • Record of those persistently being late and evidence of how support has been provided.	Attendance for the school will be above national average. There will be an improvement on those children who are persistently late
G.	Improved partnership with parents/carers as this will have an impact on the children's learning. To find inventive ways during COVID-19 to make parents feel part of their children's journey. Events and activities could include: • Record of attendance at parents evening, Shared session and Parent Forums • Parent Questionnaire • Engagement in FAPONS • Use of messaging tool linked to Class Dojo	Increased attendance by parents/carers at school meetings and events. Increased parental support for learning at home, e.g. hearing children read, support with homework. All pupil premium children are able to complete their homework with support from either parents or school.
H.	Continue to provide enrichment experiences for learning they would not usually experience including local trips, visit to the theatre and visitors • Classroom coverage of the curriculum reflects the intent to increase cultural capital • Maintained and increased access and participation in wider curriculum opportunities. • Book looks show that children are using language and vocabulary across the curriculum.	Maintained and increased access and participation in wider curriculum opportunities. Book looks show that children are using language and vocabulary across the curriculum.

4. Planned expenditure					
Academic year		2020-21			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A All pupils to make at least sufficient progress and have opportunities relevant to their age and aptitude. All pupils are making progress in phonics, reading skills and mathematical reasoning	- Quality first teaching - Highly skilled TAs to support class teachers - Provide training for TAs on effective interventions. - RWI differentiated sessions - Promoting a love of reading in the classroom through class text, guided reading sessions and Accelerated Reader - CPD - Use of White Rose Material and renewed membership of Primary Advantage Maths	EEF - look at evidence to identify relevant material MITA research includes the importance of questioning and deployment of TASs Analysis of assessments Implement CASSA Maths training Accelerated Reader	Ongoing monitoring programme by subject leaders, head, SENCO and governors. Learning Walk Subject Leads will have action plans to address issues Included in School Development Plan Appropriate resources to be purchased	Headteacher	Throughout the year during termly progress meetings. When reviewing SDP

B Improved learning behaviours e.g. increased independence, resilience and confidence, raised self-esteem	• Whole school approach on addressing new learning muscles • Continue with PSHE Scheme • Use of nurture groups • Rewrite Behaviour Policy • Celebration Assembly has a clear focus on celebrating resilience and independence • Class Dojo rewards resilience • Lunch time clubs • Displays around school are positive and show a can do approach	We strongly believe that pupils' social and emotional wellbeing is a priority within our school and that children are unable to reach their full potential if this is not recognised. Attendance at relevant courses: • Mentally Healthy School • MITA training • Research Based interventions	Monitoring of dojo points Celebration in assembly Careful monitoring of specific interventions Designated timetable for ELSA	Headteacher Class teacher	Termly
C Additional needs are supported effectively and pupils are well supported in class sessions	• Additional TA support in class • Use of visual resources • Practical resources • Attainment appropriate resources such as reading texts	As a school we believe in First Quality Teaching and that all children can access the curriculum regardless of attainment. The use effective deployment of TAs as well as appropriate resources ensures that children are appropriately supported.	Appropriately appointed and trained TA Monitoring and observations of class teaching Progress Meetings	All staff	Termly
D Gaps in prior learning due to COVID and previous experiences	• Summer Assessments carried out in the first two weeks of the Autumn Term • Teachers will analysis data and will adapt and change planning • SLT will develop an action plan • Specific intervention will be introduced using assessments as a starting point. • Additional Staff employed to work with identified pupils	Knowing where the children are at will provide a foundation on which to build knowledge. Assessments will provide a starting point for progress to be measured and the next stage. As a school we recognise that each child's experience during lockdown would have been different	Progress Meetings Data being inputted on Insight Action plan will be reviewed	Headteacher Class teacher	Termly

Total budgeted cost	ELSA Hours £6,000 Additional TA £10,824 Additional TA in EFYS £2,882 Additional Assessments £630 Reading Texts £500 Developing Key Stage 1/Reception Area £1,500
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ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Limited vocabulary - affects reading comprehension, especially inference and deduction of more complex texts, understanding of mathematical concepts such as reasoning skills and problem solving and restricts the ability to attain at age-expected level.	- Continue to provide a range of evidence based targeted and universal SaLT interventions with a focus on vocabulary and strategies. This draws on detailed cohort files and timely assessment - EYFS uses story time to support oral storytelling and the introduction to new vocabulary. - SALT therapists to support children and guide TA - Differentiated texts which challenge and enthuse readers. - Assess EYFS using Speech and Language Programme	SLIN Involvement in Early Language has proven to be successful Specialist teaching provides that greater knowledge and understanding Assessing children early will provide early identification	Observations Looking a planning Identify progress made by children using assessments	Class teacher SENCO	Termly

B Improved learning behaviours e.g. increased independence, resilience and confidence, raised self-esteem	• ELSA Trained Sessions • Individual Nurture Time • Enrichment activities	Some of our pupils and parents require individual support to deal with issues/ learning behaviours which have an impact on their learning. As such we have dedicated sessions where children develop strategies bespoke to their needs.	Monitoring of dojo points Celebration in assembly Careful monitoring of specific interventions	Headteacher Class teacher	Termly
C Additional needs are supported effectively and pupils are well supported in class sessions	• Small group work interventions. • 1:1 support where necessary. • Nurture groups • CPD of staff • Booster sessions for Year 6	We invest in TA support in the classroom so that all pupils are included. Strategies and resources are used to enable all children to access the curriculum. As a school we carry out intervention groups during registration or in afternoon session. Interventions are based on research, EFF. Interventions are Are carefully monitored for	TAs to complete an intervention monitoring report sheet. Progress will be seen in PIRA and PUMA assessments.	SENCo	Termly
D Gaps are identified and targeted teaching/interventions are developed to address these.	• Class observations • Pira and Puma assessments • Evidence in books • Allocated time to address and correct work	As a school we are quick to address misconceptions and identify gaps in learning in order for our children to continue to make progress. Verbal feedback allows staff to discuss and address concerns quickly and through marking misconceptions are covered. Time is allocated to	The way in which we deliver sessions, staff sweep around the children ensuring that all are on task and will model and address misconceptions if necessary Observations Feedback for TAs	Teachers	Half termly

E Attainment and progress for disadvantaged pupils is an uneven picture across the school.	• Pupil Profiles • Focus in Progress Meetings • Target Setting to ensure progress and attainment of disadvantaged pupils • Specific Interventions if required.	As a school we have a small number of children receiving funding and the percentage in each class varies from 7% to 20%. Those on funding have individual stories/needs and as such we address these on an individual basis.	Progress meetings and reviewing data. Early identifications and strong communications with parents/carers.	Class Teachers	Termly
F Consistent attendance and improved punctuality.	Update attendance policy Work with individual families - through ELSA or head, particularly if persistently late Celebrate class weekly attendance Celebrate termly attendance	Attendance has significant implication on attainment Children do not like being late	Class teachers to be aware of those children who are frequently late Will address issue swiftly, providing support 100% attendance will be recognised	Office Manager	Half termly though looking at register
Total budgeted cost			Cost of 25 hours a week TA support in afternoons £13,000 Sound Programme and other resources £1000 Enrichment Activities £700 CPD £1000 Booster Sessions £720 Lunch Clubs 1,000		
iii. Other approaches					
Desired outcome	Chosen action /approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

G Improved partnership with parents/carers.	- TAs to receive training and support from Dr Beth Mosley. - Support from CISS - ELSA - greater time provided with parents - Workshops - Cafes with a focus - Share Days	Parent questionnaire share that they would like to be informed. EEF research based on parental involvement	Feedback from parents and staff Involvement	Head	Termly review with parents COVID will obviously have an impact on the range of activities being pursued.
H Continue to provide enrichment experiences for learning they would not usually experience including local trips, visit to the theatre and visitors	- Very dependent due to COVID but aim to have visitors in - Reduce cost to parents by subsidising costs of visits and trips for all	Engage all children in their learning. Important for children to experience	Feedback form children Calendar will show a range of activities being delivered throughout the year.	Head Class Teachers	Termly, to ensure that there is a range of activities being experienced. COVID will obviously have an impact on the range of activities being pursued.
Total budgeted cost				Resources for Parental Engagement £500 Funding of visits and visitors £1000	
Overall Cost					£41,256

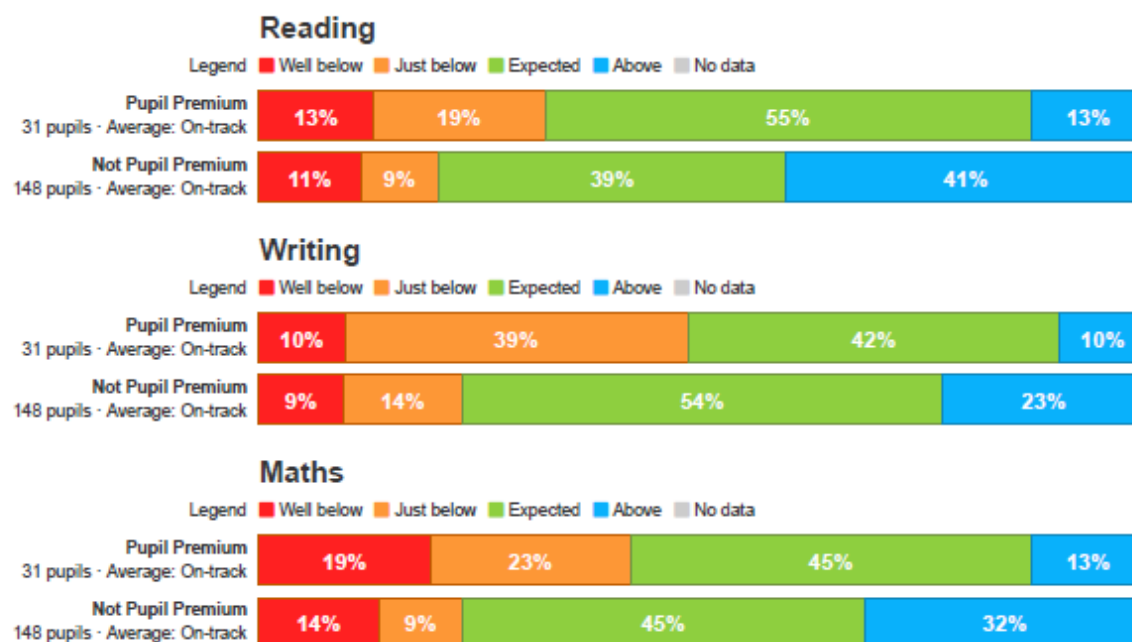
5. Review of expenditure				
Previous Academic Year		2020-21		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

A All pupils to make at least sufficient progress and have opportunities relevant to their age and aptitude. All pupils are making progress in phonics, reading skills and mathematical reasoning	• Quality first teaching • Highly skilled TAs to support class teachers • Provide training for TAs on effective interventions. • RWI differentiated sessions • Promoting a love of reading in the classroom through class text, guided reading sessions and Accelerated Reader • CPD • Use of White Rose Material and renewed membership of Primary Advantage Maths	• QFT rated Strong Good in SEF • TA deployment/intervention programmes heavily affected by COVID bubbles • TA PMRs continue to review progress towards actions and identify further training needs • Differentiated RWI groups were effective and Y1 assessments in Summer 2 were positive with 93% passing Phonics Screening test • Large investment in class readers, updating Library stock, and targeted reading scheme books/SEN books • Book areas established in each class • AR continues to reward positive engagement with reading and provide teachers with many useful data analyses • White Rose Math materials invaluable during second lockdown, and due to primary advantage maths' offer of online training, it was easy for new staff to access	Due to COVID, TAs were restricted in their traditional duties but were deployed successfully as part of our response to the crisis Progress difficult to monitor due to pupil absences, lockdown and the results of the varied experiences of parental support and engagement. Teacher assessments were carried out and staff analysed data to look for trends. Due to cohorts and numbers of PP children in class, trends difficult to identify.	Additional TA £10,824 Additional TA in EFYS £2,882 £500 reading texts
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B Improved learning behaviours e.g. increased independence, resilience and confidence, raised self-esteem	• Whole school approach on addressing new learning muscles • Continue with PSHE Scheme • Use of nurture groups • Rewrite Behaviour Policy • Celebration Assembly has a clear focus on celebrating resilience and independence • Class Dojo rewards resilience • Lunch time clubs • Displays around school are positive and show a can do approach	PSHE scheme fully embedded and the new RSE curriculum was delivered successfully and well-received by parents Class dojo proved again invaluable throughout the year ELSA programme extended to increase capacity and KC is no longer class-based as a result School environment remains well-presented and stimulating Lunch clubs are available for those children requiring it, although some mixed-bubble groups suffered. Following second lockdown all children returned positively	Second lockdown has hit children noticeably in relation to their confidence, independence and resilience, although this has depended on their personal circumstances	Lunch Clubs £1000
C Additional needs are supported effectively and pupils are well supported in class sessions	• Additional TA support in class • Use of visual resources • Practical resources ○ Attainment appropriate resources such as reading texts	• We employed an additional TA in Early Years • During the year, various individual resources were purchased to help children's school/learning experience, e.g. heart model, water cycle model, number sticks maths intervention • See above re reading resources	Lots of positives from school's pandemic response were taken in the event of further disruptions, especially re safety bubbles and procedures, remote learning etc	See above

D Gaps in prior learning due to COVID and previous experiences	• Summer Assessments carried out in the first two weeks of the Autumn Term • Teachers will analysis data and will adapt and change planning • SLT will develop an action plan • Specific intervention will be introduced using assessments as a starting point. ○ Additional Staff employed to work with identified pupils	• Completed assessments on return and used these to inform planning for the new year. • COVID catch-up plan developed • Following assessments and progress meetings, interventions were identified and put in place • See above re additional staffing, plus AK whose role included 1to1, small group and class support	Given children's differing experiences of remote learning, patterns of learning gaps are not always easily identifiable and trends can be difficult to quantify	
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Attainment Overview for Pupils (from 2020-2021) in Years 1–6 - 2020-2021 Summer 2 - Main Assessment



ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A Limited vocabulary - affects reading comprehension, especially inference and deduction of more complex texts, understanding of mathematical concepts such as reasoning skills and problem solving and restricts the ability to attain at age-expected	- Continue to provide a range of evidence based targeted and universal SaLT interventions with a focus on vocabulary and strategies. This draws on detailed cohort files and timely assessment - EYFS uses story time to support oral storytelling and the introduction to new vocabulary.	SALT interventions resumed but there has been a large disruption to the normal service Teachers continue to prioritise specific vocabulary, and support children in various ways, e.g. knowledge organisers, displays, word banks EYFS and Y1 have increased story times in class and have further embedded the use of oral storytelling in writing lessons	More coherent approach to vocabulary teaching A more structure approach	Included in additional EYFS TA Speech and Language £200
B Improved learning behaviours e.g. increased independence, resilience and confidence, raised self-esteem	- ELSA Trained Sessions - Individual Nurture Time - Enrichment activities	Whole staff INSET delivered by KC Use of wellbeing journals in Y6 proved very successful and popular Enrichment activities very much hindered but where possible visits to school continued, prior to and following the second lockdown. Sports and Dance interventions particularly successful and welcome.	Takes time to improve and change behaviour Need to increase tutoring. The importance of early intervention Looking beyond in class support	£300 Lunch Clubs £1000 (cost noted above)

C Additional needs are supported effectively and pupils are well supported in class sessions	• Small group work interventions. • 1:1 support where necessary. • Nurture groups • CPD of staff • Booster sessions for Year 6	Good levels of support and engagement for vulnerable pupils on the whole, whether in-school or remote All vulnerable pupils invited to attend school during lockdown with many accepting Boosters cancelled 1 to 1 and small group work hindered pre-lockdown and suffered through redeployment of staff and safety measures. Interventions picked up again, within tight safety measures, after the lockdown but outcomes were still affected by circumstances Staff CPD continued online, and training opportunities increased. There were many opportunities for staff to meet to address the ongoing and changing situation, which proved invaluable in formulating and maintaining a whole school response	Assessments need to be looked at carefully as progress is difficult to track given the children's differing experiences; low attaining children in particular are more difficult to assess accurately on standardised assessments	£13.000
D Gaps are identified and targeted teaching/interventions are developed to address these.	• Class observations • Pira and Puma assessments • Evidence in books Allocated time to address and correct work	PIRA PUMA assessments used in pupil progress meetings to identify pupils requiring intervention and support was put in place Observations identified further areas for whole school development, particularly in relation to returning life to 'normal' (learning attitudes, behaviours, pupils' self-regulation, ambition etc) Book work was affected in terms of the usual gradual improvement through the year; some standards of attainment, presentation, consistency etc faltered on return for certain children, whilst others were able to quickly return to their usual standard.	Returning to high expectations in all areas is key	£630

E Attainment and progress for disadvantaged pupils is an uneven picture across the school.	• Pupil Profiles • Focus in Progress Meetings • Target Setting to ensure progress and attainment of disadvantaged pupils • Specific Interventions if required.	Progress meetings carried out and interventions put into place. Disadvantaged pupils and those at risk of poor engagement were offered a place during lockdown. Attendance was difficult to monitor because children with a poor attendance tended to use COVID as a reason not to attend. Relatively small proportion of Pupil Premium in classes	Greater focus on Pupil Premium and attendance	-
F Consistent attendance and improved punctuality.	Update attendance policy Work with individual families - through ELSA or head, particularly if persistently late Celebrate class weekly attendance Celebrate termly attendance	Attendance Policy updated ELSA met with identified parents Unable to celebrate attendance due to COVID and unforeseen circumstances.	Focus on the trends on attendance	£6,000 (include as Elsa)
Other approaches				
G Improved partnership with parents/carers.	• TAs to receive training and support from Dr Beth Mosley. • Support from CISS • ELSA - greater time provided with parents • Workshops • Cafes with a focus • Share Days • Cost towards trips	ELSA met with parents requesting support Involvement of the new mental health support. Unfortunately, due to COVID unable to invite parents in for cafes and share days Trips were limited	To ensure that the right parents are attending and that we monitor this.	£6,000 (include as Elsa)

H Continue to provide enrichment experiences for learning they would not usually experience including local trips, visit to the theatre and visitors	• Very dependent due to COVID but aim to have visitors in • Reduce cost to parents by subsidising costs of visits and trips for all	Trips that we were able to go on were subsidised for Pupil premium pupils Most trips were cancelled to COVID	As a school we aim to provide more enriched activities and opportunities for all in 2021-22	£300
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6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

COVID unfortunately had a massive impact on how we had planned to use funding and the extent to which staff were diverted to meeting the immediate needs of all families, including some that were not usually considered vulnerable.

Restrictions meant that planned events could not take place

School invited pupil premium/ vulnerable children into school but this offer was not taken by some due to fear, personal circumstances etc.