

Norton CEVC Primary School
Pupil Premium Strategy 2024-25

Learn Believe Achieve
Hand in Hand with God and each other



This statement details our school's use of pupil 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 the outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021/2022 to 2024/2025
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Lisa Sparkes, Headteacher
Pupil Premium Lead	Peter Mabbitt Deputy headteacher
Governor Lead	Alison Bass, Lead for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,540
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

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 16% of our pupils with SEND and 16% pupil premium. Out of the 16% who are pupil premium, 30% have SEND. 67% 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). 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 forensic 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. We believe that, as with every child in our school, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to reach their full potential. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 – Reading Assessments and discussions with staff have identified gaps in reading for some pupils with Pupil Premium. 41% of children eligible for Pupil Premium funding are not yet expected. 64% (Year 1-6) achieved expected in or above in pira reading assessment, compared to 93% non-PP. The reading habits of some PP need to be addressed.
4	Gaps in learning - Writing (including SPaG and handwriting) 48% of children eligible for the Pupil Premium are not yet achieving the expected standard for writing, with 31% of these children well below. This is a slight improvement on last year's attainment. Writing moderation and work scrutiny have identified that writing is a whole school priority, particularly for disadvantaged pupils and pupils with SEND. Analysis

	of writing has shown reduced writing stamina and a need to improve transcription, sentence accuracy and structure.
5	Gaps in learning – Maths 42% of children eligible for the Pupil Premium are not yet achieving the expected standard for maths, with 28% of children considered 'just below' the expected standard. This has improved from last year as the school's new mastery approach has been a success. Many children eligible for the pupil premium find it hard to retain their learning and apply their maths knowledge and skills independently to different situations.
6	Metacognition Observations, discussions with class teachers and assessments show that pupils behave well in school and work hard on the whole. However, approximately half of the children eligible for the Pupil Premium are not always engaged or can be passive learners. We have identified that this significant group of pupils lack the metacognitive awareness to act upon this appropriately.
7	Attendance and Punctuality Of our pupils eligible for Pupil Premium funding, approximately a quarter were identified as persistent absentees, with an attendance figure of 90% or less. This figure rises to approximately half of the children when an attendance figure of 95% or less is factored in. Several of these children have medical or SEND reasons to consider. Although this is a continued improvement on previous years, attendance still provides a challenge in many cases.

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. - SMART targets on learning plans target specific areas of language development 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 - 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 2024-2025 and 2025-26.

Challenge 2: Improved social and emotional well-being for our pupils promotes greater self-regulations, resilience and an ability to develop and build relationships	Mental Health and Wellbeing team will work with pupils who require support in emotional literacy. The school will operate a clear referral process for ELSA support which is shared with the school community Information is communicated effectively to parents and carers on the support provided in school as well as support provided by outside agencies. Pupil voice is positive in all areas of school life. Through assessments and feedback, ELSA input makes a significant impact of the needs of all pupils
Challenge 3 Improved reading outcomes for disadvantaged children, show improved decoding and comprehension (in the form of better prosody and fluency, and in terms of their assessment results)	A 'Disadvantaged readers' list clearly identifies those children who are vulnerable to falling behind or failing to close a gap. Class teachers/TAs are aware of their responsibilities and committed to hearing individuals read daily (including through the use of reading volunteers). Data from PIRA assessments, STAR Reading test, YARC Reading and AR tests (where applicable) is used to track progress as well as highlight gaps and provide next steps Individual learning plans, for those children with SEND, provide SMART targets and precise, frequently-reviewed actions Use of TA to conduct YARC assessments with target groups, to provide different metrics to summative data Academic Results 2024-2025.
Challenge 4: Improved writing outcomes with pupils showing greater stamina and an improvement in transcription, sentence accuracy and structure.	Clarity for staff on the weighting of different writing curriculum components, so that transcription takes a greater focus in KS1 Transcription of ideas to paper in all classes is broken down into small steps to ensure that the techniques and grammar of sentence-building are well-developed Current research-led practice to ensure teachers are skilled at modelling has been implemented Children's use of metacognitive thinking and language, in the planning, monitoring and reviewing of their learning activities has been developed Teachers' confidence in assessing writing skills and planning next steps has increased Handwriting across the school has further been developed The school has joined an English hub
Challenge 5: Identified gaps in maths are identified and successfully addressed leading to improved learning outcomes and progress Pupils able to transfer and apply skills to different areas of maths	Continue to embed maths mastery approach across the school Children show confidence and willingness to show reasoning and fluency skills when completing deeper thinking questions. In observations SLT will observe: children being able to transfer skills to different areas of maths.

with increasing confidence and fluency.	Improved number sense and used of known facts and place understanding to solve related questions. Ongoing maths assessment outcomes show a year-on-year improvement per pupil, per cohort and also for the school as a whole.
Challenge 6 To develop and embed the use of metacognitive strategies across the curriculum to improve pupils' engagement, independence and gain a greater insight into how they learn.	Metacognitive strategies – planning, modelling and evaluating their learning have been taught to children Staff, knowing their pupils well have selected an appropriate level of challenge to develop pupils' self-regulation and metacognition Peer coaching, using walkthrus CPD Staff will have a greater understanding of metacognition through CPD and instructional coaching, and this will impact the children's learning. Metacognition is a development plan focus for this academic year. Children will be taught the following skills 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 • Task planning and monitoring
Challenge 7 Attendance levels improve for all pupils, particularly our disadvantaged pupils. An increase in attendance is specifically seen in pupils (including those eligible for the Pupil Premium) who were considered persistent low attenders The overall absence rate for 'All pupils', and the 'Disadvantaged pupils' group, maintain higher percentages than the national figure	Use of 'explore educationstatistics.service.gov.uk/find-statistics/pupil-attendance in-schools' toolkit by leaders and Office Manager. Careful monitoring of absences Individual 'light touch' conversations with parents/carers as well as implementation of school's attendance policy and use of sanctions where applicable Improved communications for all families regarding attendance bespoke interventions and use of external agencies to support individual pupil Continued co-working with EWO team

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 13,565

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	1,3 and 5
To ensure that all staff understand the barriers to learning, including gaps in learning and to plan, implement and monitor a programme of targeted support to address identified needs and address gaps in learning. Assessment and identification: To assess all pupils using standardised who are working below age-related expectations in order to identify specific needs and gaps in learning in maths, reading and spelling that can be addressed through high-quality teaching and targeted interventions. (YARC, Dyslexia Screener, Working Memory assessment, PhAB) Intervention support: - Bespoke interventions in place to ensure the school meets the needs of each child. Aspects are identified within gaps analysis and are addressed through individual/small group interventions. - Teaching Assistant led interventions put in	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 EEF Maximising Impact of Teaching Assistants: Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Support is based on a clearly specified approach that teaching assistants have been trained to deliver. EEF SEND in Mainstream Report – Recommendation 4: Complement high quality teaching with carefully selected small-group and one-to-one interventions Recommendation 5: Work effectively with teaching assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,3,4,5 and 6

place for maths (1plus 1, Power of 2, number stacks) along with English interventions (Accelerated/Write, Beat Dyslexia, Catch Up Literacy) and daily reading. • Additional allocated TAs and LSAs are trained to be deployed to support identified children in small group/ 1:1 in some classes, with identified children.		
To implement staff training to address specific aspects identified as gaps for learning or to support aspects identified as specific weaknesses in learning and pupil outcomes. CPD Programme: • To implement a bespoke training programme for teaching and support staff in order to address identified needs and impact on whole class quality for teaching with a focus on cognitive difficulties • Implement whole class, team and individual CPD programme including the National College, EEF Training, SES training • To continue to implement the EEF Metacognition and Self-Regulation Guidance report: Recommendations 2,4 and 5. • To continue to implement Walkthrus through an Instructional Coaching approach in order to ensure that explaining and modelling/ retrieval practice and questioning and feedback strategies are fully embedded and support high-quality teaching and learning strategies.	EEF Evidence advocates that spending funding on improving teaching might include professional development, training and support. Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a priority for PP spending. EEF Effective Professional Development Guidance Report recommendations, using the key mechanisms to plan and implement an effective CPD programme that equips all staff with the skills and knowledge to provide quality first teaching and to support identified needs. Recommendation 1: When designing and selecting professional development, focus on the mechanisms. Recommendation 2: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development EEF Self-Regulation and Metacognition Guidance Report: Recommendation 2: Explicitly teach pupils metacognitive strategies – planning, modelling and evaluating their learning. Recommendation 4: Select an appropriate level of challenge to develop pupils’ self-regulation and metacognition Recommendation 5: Promote and develop metacognitive talk in the classroom.	1,3,4, 5 and 6

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 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	1,3,4 and 6
For relevant staff to receive training linked to Mastering Number in Key Stage 1 and 2 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	5 and 6
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	3,4 5 and 6

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

Budgeted cost: £ 14,155.80

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	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 and 6

and dialogue in the Early Years Classroom.		
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	1 and 3

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

Budgeted cost: £ 16,850.91

Activity	Evidence that supports this approach	Challenge number(s) addressed
Boost pupils' self-esteem, self-confidence and resilience through the school's Early Help strategies and SEMH ELSA support programme, nurture group. - Ongoing ELSA training and supervision for designated HLTA with SEMH lead with Educational Psychologist. - Ongoing assessment of need through PP barrier analysis, Boxall Profile resources and Anna Freud Foundation pupil perception surveys. - Weekly ELSA sessions in place for identified children after assessment and monitoring - Review and evaluate provision in line with EEF 'Improving Social and Emotional Learning in primary Schools'	Children learn better and are happier in school if their emotional needs are also addressed. This programme is an educational psychology led intervention for promoting the emotional wellbeing of children and young people. EEF 'Improving Social and Emotional Learning in Primary Schools' Guidance Report cite extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Further positive impact links to positive classroom climate, improved relationships and less disruptive behaviours. Recommendation 1: Teach SEL skills explicitly https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	2, 6 and 7

Total budgeted cost: £ 44,571.71

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 2023/24 academic year using key stage 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 9. 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 nine pupils with pupil premium. Their attainment is as follows:

- 66% of PP children in Year 6 achieved expected at reading, compared to 81% of non-PP. 33% of PP achieved greater depth, the same as non-PP
- 67% of PP children in Year 6 achieved expected at writing, compared to 81% of non-PP.
- 56% of PP children in Year 6 achieved expected at maths, compared to 86% of non-PP.

National figures report in reading, writing and maths (combined), 45% of disadvantaged pupils met the expected standard in 2024 compared to 67% of other pupils, both increasing by 1 percentage point since 2023, keeping the gap at 22 percentage points. At Norton 44% of disadvantaged pupils met the expected compared to 76% of other pupils

In reading, national attainment was 62% for disadvantaged pupils and 79% for non-disadvantaged pupils. These figures have remained the same from last year. This means our pupils continue to make above national figures attainment.

In writing, national attainment was 58% for disadvantaged pupils and 77% for non-disadvantaged pupils. These figures have remained the same from last year. This means our pupils continue to make above national figures attainment.

In maths, national attainment dipped slightly for disadvantaged pupils from 59% to 58% and remained the same at 79% for other pupils. Our disadvantaged children achieved 56%, which did not reach the national figure; however, this is a 6% increase on last years' results and in school data shows real progress in this subject.

In EYFS, there were six children eligible for pupil premium. 33% of pupils achieved Good Level Development. Those who did not achieve made significant progress in speech and language as

well as social skills. Support was provided in terms of Speech and Language and working very closely with families to build relationships and offer and signpost support.

Last year, in Year 1, there were two children eligible for the pupil premium. One pupil passed. Both pupils showed good progress during the year through our tracking systems.

Last year in Year 2, there were six children eligible for pupil premium. Using the KS1 teacher assessment framework, 33% of PP achieved expected in reading and writing, compared to 76% non-PP for reading and 67% non-PP for writing. In maths 50% met the expected compared to 92% non-PP. Within this cohort 33% of PP pupils have an EHCP and 67% of PP pupils have a learning plan. Progress was observed and tracked through intervention which was recorded on learning plans.

In Year 4, four pupils were identified to be pupil premium. 25% of the pupils achieved full marks but the average score was 22/25, compared to the national average of 20.6% non-pupil premium scored an average Of 24/25.

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. Visits are clubs were provided to our PP children.

Our PP children were also offered tutoring during the year along with other pupils who teachers felt would benefit from additional interventions.

We continue to invest in the well-being of our pupils and families. Our Early Help offer can be found on the website and there are information boards and interactive displays around the school to promote mental health. We invite parents in for coffee mornings and provided ELSA parent consultations. Our ELSA team also share relevant courses and advice to families.

Attendance: Overall attendance in 2023-24 was 95.1%, an increase of from last year's data. Our attendance for 2023-24 indicated that Pupil Premium had an attendance of 93.10% compared to 92.45% in 2022-23. Attendance for non-Pupil Premium in 2023-24 was 95.36% compared to 95.01% in 2022-23. Both groups have seen a slight increase. 37.5% of our Pupil Premium had an attendance below 90%, however an analysis of data highlights that over half of these pupils had medical reasons for lengthy periods of absence.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
EEF Literacy Training	Suffolk County Council