

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. ([December 22](#)) ([December 23](#))

School overview

Detail	Data
School name	Norwood Primary
Number of pupils in school	591
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	L.Dumbell Head Teacher
Pupil premium lead	T. Bennet Deputy Head Teacher
Governor / Trustee lead	A.Hanlon: Lead for disadvantaged pupils
Dec 2022 – Pupil numbers have increased to 616 and 23% of these are PP eligible Dec 2023 Pupil numbers have increased to 628 and 23% are PP Eligible	M. Larkin is Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 146,395
Recovery premium funding allocation this academic year	£14,645
Pupil premium funding carried forward from previous years	£15,000
Total budget for this academic year	£176,040
Dec 2022 review – Total £179,088 Dec 2023 review – Total £ 187,288	

Part A: Pupil premium strategy plan

Statement of intent

At Norwood Primary we take a 'Pupil Premium First' approach. We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, engaged, socially responsible pupils of Norwood, now, and as citizens in the future. We will also consider the needs of other vulnerable pupils, e.g. those who have a social worker. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps while recognising that barriers faced are varied and a 'one size fits all' approach is not appropriate nor effective.

Our objectives are:

- *Remove barriers to learning created by poverty, family circumstance and background*
- *Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally*
- *Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.*
- *To embed phonics teaching, through developing subject knowledge, resources and ultimately improve reading standards.*
- *To foster a love of words both in isolation and in context creating a joy of reading for children.*
- *Develop confidence in their ability to communicate effectively in a wide range of contexts*
- *Enable pupils to look after their social and emotional wellbeing and to develop resilience.*
- *Access a wide range of opportunities to develop their knowledge and understanding of the world*

In order to achieve our objectives and overcome identified barriers to learning we will:

- *Provide all teachers with quality CPD to ensure that pupils access effective high quality teaching (HQT)*
- *Provide targeted intervention and support to quickly address identified gaps in learning including the use of questioning and feedback, small group work, 1:1 tuition*
- *Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences*
- *Provide opportunities for all pupils to participate in enrichment activities*
- *Provide appropriate mental health support to enable pupils to access learning within and beyond the classroom.*

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	<i>Gaps in reading / phonics - Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics, vocabulary and comprehension than their peers; they also have fewer 'life experiences'. This negatively impacts their development as readers.</i>
2	<i>Gaps in maths / times tables - Assessments and observations indicate that maths attainment including times table knowledge among disadvantaged pupils is below that of non-disadvantaged pupils</i>
3	<i>Social, emotional and mental health - Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably self-esteem / anxiety, due in part to school closure.</i>
4	<i>Low level of speech, language and communication on entry - Assessments, observations, suggest disadvantaged pupils are generally starting from a lower point than their peers.</i>
5	<i>Access to wider opportunities - records show fewer disadvantaged pupils attend clubs and trips than their peers.</i>
6	<i>Limited parental engagement resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition.</i>
7	<i>20% of disadvantaged pupils have been 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting these disadvantaged pupils' progress.</i>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024 show that 75% disadvantaged pupils achieve outcomes in-line with, or above, expected standards July 22 – 41% July 23 60%
Improved maths attainment for disadvantaged pupils.	KS2 maths outcomes in 2024 show that 75% disadvantaged pupils achieve

	<p>outcomes in-line with, or above, expected standards July 22 – 32% July 23 72%</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations – July 22 84% of parents responding agree or strongly agree that school has supported their child’s health and wellbeing (not just PP)</p> <p>July 23 83% of parents responding agree or strongly agree that school has supported their child’s health and wellbeing (not just PP)</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils – July 22 Majority of KS1 PP pupils attended at least one club. Once a lunchtime options had been offered to specific children in the summer term the majority of KS2 PP pupils attended at least one club. July 23 on average 75% or more PEPP attended one or more clubs – unfortunately due to changes in lunch organisation these clubs were not able to continue</p>
<p>To improved oral language and communication skills</p>	<p>NELI, teacher assessments and observations indicate significantly improved communication and oral language skills.</p> <p>July 22 – 11/11 PP pupils who began the programme below average or well below average exited the programme at average/expected.</p> <p>July 23 6/6 PEPP pupils who began the programme below average or well below average exited the programme at average/expected.</p>
<p>Improve cultural and childhood experience for all pupils across school. Pupils are fully engaged and participating in the school’s rich extracurricular offer.</p>	<p>Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum.</p> <p>A wide range of extra-curricular activities are available to all pupils and financial support is given and pupils access all opportunities and data reflect this is taken up.</p> <p>July 22 Majority of PP pupils attended visits and residentials on offer</p> <p>July 23 Majority of PP pupils attended visits and residentials on offer</p>

Learners are punctual, equipped and ready for school.	Parents are aware that they have access to financial support to assist with purchasing equipment and resources. All pupils have what they need to participate in all activities. Pre-loved uniform shop attendance / use of e-mail increasing each term. July 23 Pre-loved shop is well established and well attended
Persistent absence reduces for disadvantaged pupils.	Attendance data for persistent absentees improves so less than 10% of disadvantaged pupils are identified as persistently absent and no disadvantaged pupil has attendance of lower than 80%. Dec 22 attendance 91% 12/144 (8%) PEPP with attendance below 80% Dec 23 attendance 92% 12/146 (8%) PEPP with attendance below 80%.

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: £41,000 April 22 £15,000 April 23 £5,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Training for and delivery of High Quality Teaching (HQT) and high expectations</i></p> <p><i>Whole school training focus to develop the</i></p>	<p>See EEF Toolkit : ‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p> <p>Durrington Research School / Marc Rowlands ‘Strategies to address disadvantage stand or fall on how well pupils learn to read’</p> <p><i>Whole school Metacognition training and continuous development via the drive team. (release time for drive team)</i></p> <p><i>Dec 23 Continued INSET training and staff meetings termly including TA meetings and training</i></p>	1, 2

<p>teaching of reading. Purchase of resources for reading and reading nooks to support this</p> <p>Pupil Premium first approach</p>	<p><i>Storytime magazine and First News continued</i></p>	
<p><i>First day cover for any teacher absence in year groups identified with a higher level of need</i></p>	<p>Inconsistencies in staff attendance / high staff turnover can disproportionately impact on the most disadvantaged. Marc Rowlands 'Addressing Disadvantage The Essex Way'</p> <p>This enables the teams to continue with planned interventions and staff who know the children well are available to observe and support them.</p>	1,2,3
<p><i>Additional TA support in year groups identified with a higher level of need to support in class and in small group interventions (as below)</i></p>	<p>Analysis of barriers identified Y3 and Y4 having the greatest barriers to learning but had the lowest level of staffing. EEF Toolkit and evidence of best practice - Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)</p> <p><i>A high level of TA absence 21-22 made this less effective. This has not been continued.</i></p>	1,2,3
<p><i>Purchase of digital technology</i></p>	<p>Technology can provide access to additional resources and opportunities for additional learning time, often recording progress and providing feedback to pupils so that they can progress independently.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Using_Digital_</p> <p><i>In place and impacting positively</i></p>	1,2

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

Budgeted cost: £116,000 *April 22* £142,000 *April 23* £178,088

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Use of TAs to provide high quality teaching support and feedback in the classroom - intervening, scaffolding, prompting, questioning, modelling and feeding back</i></p>	<p>Making Best Use of Teaching Assistants EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Feedback (high impact for very low cost +8 months) https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/feedback-approaches</p> <p>Continuing to review and improve regularly. TAs are more skilled due to a combination of in-house and external training including metacognition.</p>	1,2,4
<p><i>Training for TA and delivery of NELI early language intervention small group intervention</i></p>	<p>EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.</p> <p>NELI has been identified by the EEF as a promising project.</p> <p>Trained TA left for a new job replacement TA has been trained</p>	4
<p><i>TAs deliver structured, time limited small group interventions: Reading Detectives, Vocabulary Wheel</i></p>	<p>EEF Toolkit and evidence of best practice - Reading Comprehension Strategies (Average impact +6 months), Small Group Work (Average impact +4 months)</p> <p>Making Best Use Of Teaching Assistants EEF Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress. Schools should use structured interventions with reliable evidence of effectiveness.</p> <p>A clear timetable of brief focused intervention is place, reviewed 1/2 termly and groups adjusted.</p> <p>A clear timetable of brief focused intervention is place, reviewed 1/2 termly and groups adjusted.</p>	1
<p><i>TAs support daily reading 1:1 Phonics, vocabulary and comprehension focus</i></p>	<p>EEF Toolkit and evidence of best practice - Reading Comprehension Strategies (Average impact +6 months), Small Group Work (Average impact +4 months) 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</p> <p>Durrington Research School / Marc Rowlands ‘ ‘Strategies to address disadvantage stand or fall on how well pupils learn to read’</p>	1

	<p>In place and evidence of impacting positively</p> <p>Fewer PEPP children are identified in the bottom 20% following assessments</p>	
<p><i>Improve the quality of social and emotional learning (SEL).</i></p> <p><i>SEL approaches will be embedded into routine educational practices through the ROAR programme and supported by professional development and training for staff.</i></p> <p><i>TAs deliver social and emotional interventions:</i></p> <p><i>Sunshine Circles</i></p> <p><i>Being Socially Talented</i></p> <p><i>Time To Talk</i></p> <p><i>Lego Therapy</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Continuing to review and improve regularly. Pupil voice shows this is valued.</p> <p>Continuing to review and improve regularly. Pupil voice shows this is valued.</p>	3, 7
<p><i>Top-up 25% of tuition costs for Y5 times tables and Y3 phonics, Y1 phonics</i></p> <p><i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This</i></p>	<p>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</p> <p>https://nationaltutoring.org.uk/about/Evidence shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress.</p> <p>Top-up 35% of tuition costs for Y4 times tables and Y3 phonics.</p>	1,2

<p><i>will be delivered in collaboration with our local English hub</i></p> <p><i>NTP school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged</i></p> <p><i>Third Space Learning online Maths Tuition for Y5 & Y6</i></p>	<p>Third Space was not flexible enough so could not be delivered as intended and lacked impact. Not continued</p> <p>Unable to match 50% of top up costs this year so not continued this year.</p>	
<p><i>Homework Club</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homeworkThe average impact of homework is positive across both primary and secondary school. There is variation behind this average with homework set in primary school having a smaller impact on average.</p> <p>Valued by both parents and pupils (parental survey/pupil voice)</p> <p>Valued by both parents and pupils (parental survey/pupil voice)</p>	<p>1,2,6</p>

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

Budgeted cost: £ 10,500 £15,000 £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Financial and practical support for Y4 and Y6 residentials and other visits</i></p>	<p>EEF 2020 Tiered Approach - Wider opportunities OFSTED research 2019 places emphasis on improving cultural capital, particularly for disadvantaged pupils. In <i>Cultural Literacy</i> (1988), ED Hirsch “to be culturally literate is to possess the basic information needed to thrive in the modern world”.</p>	<p>5,6</p>

<p>and experiences</p>	<p><i>Valued by both parents and pupils (survey/pupil voice)</i> <i>Valued by both parents and pupils (survey/pupil voice).</i> <i>Pupils particularly associated these opportunities with our Aspire value.</i></p>	
<p><i>Financial and practical support for extra curricular clubs</i></p>	<p>EEF 2020 Tiered Approach - Wider opportunities OFSTED research 2019 places emphasis on improving cultural capital, particularly for disadvantaged pupils. In <i>Cultural Literacy</i> (1988), ED Hirsch “to be culturally literate is to possess the basic information needed to thrive in the modern world”.</p> <p><i>Valued by both parents and pupils (survey/pupil voice)</i> <i>Valued by both parents and pupils (survey/pupil voice).</i> <i>Pupils particularly associated these opportunities with our Aspire value.</i></p>	<p>5,6</p>
<p><i>Financial support to attend breakfast club as part of the attendance strategy</i></p>	<p>Institute for Fiscal Studies researchers in collaboration with the National Children’s Bureau found that offering relatively disadvantaged primary schools in England support to establish a before-school breakfast club can improve pupils’ academic attainment. Pupil absences declined as a result of breakfast club provision.</p> <p><i>Effective for a small number of pupils</i></p>	<p>7</p>
<p><i>Support for uniform and kits and milk. (removing barriers and building relationships)</i></p>	<p>Working with parents to support children’s learning EEF 2019 Guidance Report. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Although uniform and kit do not add value in themselves the impact of belonging to the school and feeling supported on children’s self-esteem is positive. ‘In the most effective schools...every family should feel a sense of belonging, not judgement.’ Marc Rowlands - Addressing Educational Disadvantage</p> <p><i>Milk uptake has increased higher up the school.</i> <i>Kits/uniform provided for a small number of pupils</i></p>	<p>6</p>
<p><i>Lunchtime active club (Premier Sports)</i></p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development rather than academic attainment. However, for disadvantaged children who are unable to access extra-curricular activities this gives some equality of opportunity. ‘In the most effective schools...every family should feel a sense of belonging, not judgement.’ Marc Rowlands - Addressing Educational Disadvantage</p> <p><i>Valued by pupils (pupil voice)</i> <i>Unable to provide this year dues to new lunchtime arrangements</i></p>	<p>5</p>

<p><i>Development of the ROAR response to mental health through the training and introduction of ROAR Rockets (peer mentoring) and access to outside counselling provider</i></p>	<p>https://www.traumainformedschools.co.uk/ EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. https://educationendowmentfoundation.</p> <p><i>October 22 On site counsellor one morning a week Valued by pupils and parents.</i></p> <p><i>Roar Rockets have a respected profile and children are proud to help their peers.</i></p> <p><i>Counsellor support has developed to support both parents and pupils. It is highly valued and positive progress is made.</i></p>	<p>3</p>
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Total budgeted cost: £ £167, 500

Dec 2022 review – Total £179,088

Dec 2023 review – Total £ 187,288

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

See Pupil Premium Strategy Sept 19-March 21

Our internal assessment data for 2020- 21 suggest that the performance of disadvantaged pupils was lower than in previous years in all areas of the curriculum. As evidenced across the country, school closures were most detrimental to disadvantaged pupils. The impact of this was reduced in part by provision of a high quality remote learning and considerable efforts to support pupils and families. Our observations indicated that initially pupil wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. It appears mental health was more significantly impacted than first thought. This in turn impacts on attainment.

December 2022

Attainment

Internal data shows that all pupils are still struggling to meet expected levels or higher following the disruption of covid. This is, however, having a greater impact on disadvantaged pupils due to gaps present before covid. The direct tuition interventions for both times table knowledge and phonics knowledge have been successful with the vast majority of pupils knowing at least 95% of the facts/phonics. Speed of recall has increased and application of knowledge is evident. NELI has been particularly successful with 100% of pupils exiting within the average range. Observations of the teaching of reading have been positive and areas which are not fully embraced continue to be addressed through staff meetings and INSET.

Wellbeing

Many of our disadvantaged pupils benefit from our ROAR programme daily and pupil voice shows that it is well understood and well received. The majority of children also enjoy SEMH interventions and report feeling supported and listened to. Staff feel they know the children better and are better able to support them.

Wider opportunities

Homework club is well established and well attended. Parents report that this is very helpful as many do not have time/resources at home to support their child and this

gives them one less worry. Children report they like knowing they have got the majority of their homework done, so they are more relaxed at home.

Clubs, visits and residential visits have been increasingly better attended. Parents report that the financial support allows their children to access these. The majority of disadvantaged children are keen to participate in wider opportunities. Where an individual is not keen to attend all barriers are looked at to make access as open as possible.

December 2023

Attainment

End of Key Stage 2 results show a positive movement towards the 75% target for maths and reading. The direct tuition interventions for both times table knowledge and phonics knowledge have continued to be successful but we are not able to fund this for the 23-24 academic year. Observations of the teaching of reading continue to be positive and those children who are not supported at home are prioritised for support in school.

Wellbeing

Many of our disadvantaged pupils continue to benefit from our ROAR programme daily and SEMH interventions and pupil voice shows that they are well understood and well received. Wider opportunities are highly valued and closely support our school values of Aspire, Respect and Enjoy.

Homework club is well established and well attended. Parents continue to report that this is very helpful as many do not have time/resources at home to support their child and this gives them one less worry. Most children report they like knowing they have got the majority of their homework done, so they are more relaxed at home.

Clubs, visits and residential visits continue to be well attended. Parents report that the financial support allows their children to access these. Unfortunately, in academic year 23-24 we are not able to subsidise clubs but have ring fenced money to support access to the more expensive residential visits as these are so valuable in providing cultural capital. The majority of disadvantaged children are keen to participate in wider opportunities and are prioritised. Where an individual is not keen to attend all barriers are looked at to make access as open as possible.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Third Space Learning Math Intervention - this was not effective for our pupils	Third Space Learning
Nuffield Early Language Intervention (NELI)	Elkan
ROAR Response Programme for mental health	Liverpool CAMHS
Times Table Rockstars	Maths Circle Ltd

Further Information

Over the next 2 years the plan will adapt to include:

- developing staff (including TAs) understanding of metacognition as part of improving HQT
- train and employing a drawing and talking therapist and a SALT specialist/counsellor