

Pupil premium strategy statement Norwood Primary School 2024-2027

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	627
Proportion (%) of pupil premium eligible pupils	23%
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)	December 2024 - December 2027
Date this statement was published	31.12.24
Date on which it will be reviewed	31.12.25
Statement authorised by	Lee Dumbell
Pupil premium lead	Jen Coleman
Governor / Trustee lead	Maud Larkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£179,053
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£179,053

Part A: Pupil premium strategy plan

Statement of intent

At Norwood Primary we take a 'Pupil Premium First' approach. Our main intention for all of our pupils is to have equality of opportunity. This means that we want all pupils, regardless of their background or challenges have the same opportunities to:

- *be ready to learn*
- *achieve well academically*
- *make excellent progress*
- *learn well in all areas of the curriculum, including extra- curricular activities*

We recognise through our internal assessments and monitoring that those children in receipt of pupil premium funding have achieved lower than their peers. High-quality teaching is at the heart of our approach, with a focus on areas in which Pupils Eligible for PP (PEPP) require the most support. We target the use of Pupil Premium Grant funding to ensure that our PEPP 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, young carers. Through careful monitoring, we will respond to low level and persistent absences to ensure that all pupils have access to consistent and regular schooling - 'We can't teach an empty seat'. We pride ourselves on knowing our children and families well. 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. For many PEPP support for their wider well-being is as important as academic support.

Our objectives are:

- *Remove barriers to learning created by poverty, family circumstance and background*
- *Narrow the attainment gaps between PEPP and their non-PEPP counterparts both within school and nationally*
- *Adopt a whole school approach in which all staff take responsibility for PEPP outcomes and raise expectations of what they can achieve through staff appraisal, pupil progress meetings and regular monitoring of data.*
- *Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.*
- *Ensure ALL pupils improve their spelling knowledge and handwriting in order to make the expected progress and achieve age-related expectations in writing.*
- *Embed phonics teaching, through developing subject knowledge, resources and ultimately improve reading standards.*

- *Develop confidence in pupils' ability to communicate effectively in a wide range of contexts*
- *Enable pupils to look after their social and emotional wellbeing and to develop positive mental health and 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	<p><i>End of Year teacher assessments 23-24 for the year groups below indicate that attainment is lower for disadvantaged pupils compared to non-disadvantaged pupils in Writing. Achieving age-related expectations:</i></p> <p><i>Current Year 1 - 70% PP versus 82% Non PP</i></p> <p><i>Current Year 2- 58% PP versus 73% Non PP</i></p> <p><i>Current Year 3- 17% PP versus 43% Non PP</i></p> <p><i>Current Year 4- 30% PP versus 53% Non PP</i></p> <p><i>Current Year 6- 14% PP versus 56% Non PP</i></p>
2	<p><i>Assessments at the end of Key Stage 1 and 2 indicate that attainment is lower for disadvantaged pupils compared to non-disadvantaged pupils in Maths.</i></p> <p><i>Key Stage 1 PP 59% Non PP 75%</i></p> <p><i>Key Stage 2 PP 45% Non PP 74%</i></p>
3	<p><i>The Phonics Screening Check results indicate that the percentage of children achieving the expected standard at the end of Year 1 is lower for disadvantaged pupils compared to non-disadvantaged pupils.</i></p> <p><i>PP 74% Non PP 88%</i></p>

4	<i>27% of PEPP also have a SEND need compared to 12% of non-PEPP. This impacts further on their progress and attainment.</i>
5	<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, (friendship issues, family issues, emotional regulation, anxiety). These challenges particularly affect PEPP, including their attainment.</i>
6	<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>
7	<i>Through discussions with families, equality is an on-going difficulty. Families face on-going financial difficulties, especially with the impact of the cost of living crisis.</i>
8	<i>Limited parental engagement resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition.</i>
9	<i>14% of our PEPP pupils are identified as persistently absent. Our assessments and observations indicate that absenteeism is negatively impacting these 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 writing attainment for PEPP.	EYFS and KS2 writing outcomes in 2027 show that disadvantaged pupils achieve outcomes in-line with, or above, expected standards
Improved maths attainment for PEPP.	KS2 maths outcomes in 2027 show that disadvantaged pupils achieve outcomes in-line with, or above, expected standards
To achieve and sustain improved wellbeing for all pupils in our school, particularly our PEPP.	Sustained high levels of wellbeing from 2024-27 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations.
To improved oral language and communication skills on entry to school	EYFS Communication and Language outcomes show that disadvantaged pupils achieve outcomes in-line with, or above, expected standards. NELI, teacher assessments and observations indicate significantly improved communication and oral language skills and all PEPP raise 'no concerns' at assessment point.
Improve cultural and childhood experience for all pupils across school. Pupils are fully engaged and participating in the school's rich extracurricular offer.	Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. Maintain a high level of participation in enrichment activities.

	A wide range of extra-curricular activities are available to all pupils and financial support is given and pupils access all opportunities and data reflects that this is accessed.
Learners are punctual, equipped, ready for school and positive to learn.	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.
Persistent absence reduces for PEPP.	Attendance data for persistent absentees improves so less than 8% of disadvantaged pupils are identified as persistently absent.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£4,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pupil Premium first approach</i>	See EEF Toolkit and Marc Rowlands 'Addressing Disadvantage The Essex Way' : '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.'	1-9
<i>Whole staff training from Jenny Nock - Attachment and Trauma Sensitive Schools ATSSA</i>	'Staff working with children all need to be trauma and development informed, in order that they develop the understanding and skills to be able to effectively support children. Providing a trauma-sensitive environment will assist all children.' Marc Rowlands 'Addressing Disadvantage The Essex Way'	5
<i>Whole school training focus to develop the teaching of writing</i>	Writing is a complex task, which requires the coordination of fine motor skills and cognitive skills, reflects the social and cultural patterns of the writer's time and is linguistically complex (Fisher, 2012) 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	1,3

	is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	
<i>First day cover for teacher absence in year groups identified with a higher level of need</i>	Inconsistencies in staff attendance / high staff turnover can disproportionately impact on the most disadvantaged. Marc Rowlands 'Addressing Disadvantage The Essex Way' This enables the teams to continue with planned interventions and staff who know the children well are available to observe and support them.	4,5

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

Budgeted cost: **£159,593**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TAs deliver structured, time limited small group interventions: SWST Spelling Reading Detectives Precision Teaching</i>	EEF Toolkit and evidence of best practice - Reading Comprehension Strategies (Average impact +6 months), Small Group Work (Average impact +4 months) 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.	1,2
<i>Delivery of NELI early language intervention small group intervention</i>	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.	6
<i>TAs support daily reading 1:1 Phonics, vocabulary focus to support a 'reading for writing' approach</i>	Phonics approaches have a strong evidence base indicating 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 Durrington Research School / Marc Rowlands 'Strategies to address disadvantage stand or fall on how well pupils learn to read'	3

<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>1,2,3,4</p>
<p><i>Homework Club Y1-6</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework. The 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>8</p>
<p><i>Additional phonics and reading tuition sessions targeted at PEPP who require further support.</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>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</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>3</p>

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

Budgeted cost: **£14,826**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Target persistent absence by building a holistic understanding of pupils and families, and diagnose specific needs</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-holistic-understanding-of-pupils-and-families-and-diagnose-specific-needs</p>	<p>9</p>

	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	
<p><i>SEL approaches will continue to be embedded into routine educational practices through the ROAR programme and supported ATSSA training</i></p> <p><i>Continue to investigate resources and approaches which will support SEMH eg My Happy Mind</i></p> <p><i>Access to counselling and Mental Health Support Team school practitioner</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>https://www.traumainformedschools.co.uk/</p> <p>EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health.</p> <p>https://educationendowmentfoundation.org.uk/</p> <p>My Happy Mind is a programme of mental wellbeing education and support that is commissioned by the NHS. Independent validation by University of Chester</p> <p>https://view.genially.com/66d6c7384c58e17b32e5ea00</p>	9
<p><i>TAs deliver social and emotional interventions:</i></p> <p><i>Zones of Regulation</i></p> <p><i>Social Talented</i></p> <p><i>Kidz Konnect</i></p> <p><i>Anxiety Gremlin</i></p> <p><i>Lego Therapy</i></p> <p><i>Time to Talk</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>	9
<p><i>Financial and practical support for extra curricular clubs</i></p>	<p>EEF 2020 Tiered Approach - Wider opportunities</p> <p>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>	7,8
<p><i>Financial and practical support for Y4 and Y6 residential and other visits and experiences</i></p>	<p>EEF 2020 Tiered Approach - Wider opportunities</p> <p>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>	7,8
<p><i>Support for uniform and kits and milk.</i></p> <p><i>(removing barriers and building relationships)</i></p>	<p>Working with parents to support children’s learning EEF 2019 Guidance Report.</p> <p>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</p>	7

	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	
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Total budgeted cost: £178,919

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

See previous document Year 3 Review

Externally provided programmes

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

Programme	Provider
Thinking Matters Metacognition	Thinking Matters