

Pupil premium strategy statement for Norton Free C of E Primary School

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.

School overview

Detail	Data
School name	Norton Free C of E Primary
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2021- 2023
Date this statement was published	31 st December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Hazel Bell
Pupil premium lead	Hazel Bell
Governor / Trustee lead	Emma Kate Rushton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 26x £1,345	£34,970
Recovery premium funding allocation this academic year	£3,770 (£8,000 school tutor led funding)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,740 + £8,000 Total - £46,740

Part A: Pupil premium strategy plan

Statement of intent

At Norton Free C of E Primary School, we are committed to ensuring that each individual pupil, regardless of their background, receives the very best education through high quality teaching, an engaging curriculum and a safe learning environment, allowing them to reach their full potential both academically and socially. The focus of our pupil premium strategy is to support disadvantaged and other pupils to achieve that goal, including progress for those who are already high attainers. We continually strive to implement bespoke support through personalised programmes in order to allow each pupil to progress and reach their full potential.

We will consider the challenges and barriers faced by vulnerable pupils in the context of our school, such as those who have a social worker, MAST support or are young carers and carefully consider the best ways to use the funding to enable them to progress. Each child entitled to the PPG is unique in their situation and we aim for our response to their needs to reflect this. Regular communication between staff through Pupil Progress Meetings and reviews, analysis of data and through day to day interaction with the children will inform our decision making.

High-quality teaching and learning is at the heart of our approach, with a focus on providing support in the areas where disadvantaged pupils require the most support. It is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. At Norton Free C of E School, our pupils generally achieve well although sometimes our disadvantaged children do not always achieve as well as other PPG children nationally. We aim to try and change this through specific targeting of our PPG children in order to 'close the gap'.

To achieve our aims, we will ensure that our pupil premium children are given a high profile and that staff are accountable for the progress of PPG children in their classes. The progress of all children at Norton Free is carefully monitored in order to develop action plans and next steps. Our strategy is also integral to wider school plans for education recovery through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

To ensure our plans 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

Challenge

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

Challenge number	Detail of challenge
1 Additional challenges faced in school	Some of our children may have other challenges in addition to being in the Pupil Premium category. They may have an identified Special Educational Need, have Child Protection issues, ACEs (Adverse Childhood Experiences), traumatic backgrounds, mental health issues or other vulnerabilities which impact on their outcomes in school. They may have poor oral language skills due to a lack of exposure to a wide vocabulary and unable to access technology. They may not have support at home with reading or homework. They may lack resources and opportunities to enhance learning or they may not have had wider experiences. Our numbers of children in receipt of the PPG are relatively low.
2 Additional challenges faced out of school	The child may have poor attendance or persistent late marks that require support for the parent and the adult/s at home. They may require pastoral support to help them overcome social, emotional and wellbeing barriers that impact on their concentration and ability to focus on learning. The may have the involvement of external agencies to support SEN, the family as a whole or individual children.

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
<i>Priority 1 – to close the gap in progress and attainment between our disadvantaged children and their peers and to ensure that there are opportunities available for them to achieve their potential.</i>	• <i>All PP pupils have every opportunity to achieve in line with their peers through QFT and through rich learning experiences</i> • <i>All PP children achieve at least in line with ARE and some above</i> • <i>All PP children receive bespoke support according to their individual needs</i> • <i>All PP children have high aspirations because of the high aspirations that staff have.</i> • <i>The profile of PP children is raised in school and all staff are aware of the need to support these children.</i>

<i>Priority 2 - to ensure that additional support is available when needed through pre-teaching and targeted interventions</i>	<i>All PP children have opportunities for additional support through small groups or 1:1 support</i> • <i>Before/after school</i> • <i>During the school day</i> • <i>Personalised academic or nurture support</i> • <i>Skills groups,</i> • <i>1:1 support,</i> • <i>trauma groups/emotional support</i>
<i>Priority 3 – to ensure that PP children have the same opportunities as their peers for wider experiences provided by the school.</i>	All PP children from low income families have access to • Breakfast club provision • Music tuition • Residential trips • Class events, theme days and curriculum experiences Support is available for low income families

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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers and teaching assistants to support QFT, SENDCo and increase awareness of the whole child and strategies to support them.	Following the EEF guide to pupil premium, "Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for this academic year is essential to achieving the best outcomes for pupils".	1,2 &3
All staff receive training from our Trauma Informed Practitioner and Mental Health Team, building on the training on ACEs, Trauma Informed Practise/ Mental Health and wellbeing.	Children are ready to learn and in the right frame of mind to learn. They know where to access support if something has happened and feel safe and secure.	1,2 &3
All staff to undertake 'Talk for Writing' training in order to improve the teaching of writing across the school. All classes follow the same approach to reading and vocabulary.	Strategies that have been proven to enhance the provision for children in school are being adopted to engage the children and assist them in their learning. EEF – Oral language interventions.	1,2 &3

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching support across Year groups – targeted interventions with a	Additional teaching support in classes, enabling staff to provide pre and post teaching support to specific children, has resulted in improvements in areas across	1,2 &3

focus on FS, Y1, Y2, Y5, Y6. Additional phonics sessions targeting disadvantaged children who require additional support.	the school. For example, where staff were all trained to deliver reciprocal reading and support was available to consolidate, the impact was seen through a rise in the number of children at or above the standard in reading. Children who were falling behind were picked up quickly and offered intensive support. 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	
HLTA time to support the learning in class through small group work following on from the lesson.	HLTA support will be available in Y6 to offer boosters during the school day and after school. A rise in standards in reading and maths has followed where this support has been available. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups. EEF – High quality small group interventions and 1:1 support One to one tuition/EEF (education endowment Foundation.org.uk)	1,2 &3
After School Boosters	Available staff carry out additional school boosters with children identified by class teachers as having gaps in their learning, either one to one, 1:2 or small groups. One to one tuition/EEF (education endowment Foundation.org.uk)	1,2 &3
Pupil Progress meetings held between staff and the SLT to keep track of specific children.	Sutton Trust: the two factors with the strongest evidence of improving pupil attainment are: - Teachers' content knowledge, including their ability to understand how students think about a subject and identify common misconceptions Quality of instruction, which includes strategies like effective questioning and the use of assessment EEF toolkit Strand Feedback (+8 months) refocussing the teachers' actions to achieve goals)	1,2 &3
Structured interventions – phonics, lexia times tables rockstars with staff to support the learning.	EEF guide to pupil premium – tiered approach – teaching is the top priority including high quality CPD to enhance QFT. EEF – High quality small group interventions	1,2 &3

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistent use of Healthy Minds support and Zones of Regulation across the school. Breakfast Club offered to PP children to give them a healthy breakfast before school.	Support is offered to children immediately if they are feeling low and all staff work together to support the whole child. All children are offered a healthy breakfast before school, setting them up for the day ahead.	1,2 &3
Curriculum experiences – the curriculum is rich and varied and we offer our PP opportunities to attend residential, workshops, music tuition, trips etc	Some of the activities offered within the curriculum may be out of the reach of some families – all children will be able to access the activities that are on offer.	1,2 &3
Head Teacher, Assistant Head and SENDCO to support the wellbeing of children and parents/carers through signposting available support. HT Monitoring of PP attendance and meeting with families to support.	EEF toolkit – parental engagement + 4 months Dedicated persons who build relationships with parents/carers where mutual trust is in place, leads to improved relationships with school. Dedicated persons to monitor attendance and who has a good relationship with parents/carers is most effective at ensuring good attendance.	1,2 &3
Contingency Fund	Based on our experiences and those of schools similar to ours, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.	1,2 &3

Total budgeted cost: £46,740

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. It is therefore not possible to compare the outcomes of disadvantaged pupils with non-disadvantaged pupils.

Pupil premium plans for the previous two years were interrupted/impacted by the Covid Pandemic due to partial school closures as well as children missing school either because they had Covid or they had to isolate with families or bubbles.

At Norton Free C of E School however, staff continued to focus on the educational experience of disadvantaged pupils as a priority. Disadvantaged pupils were offered priority places in school during both lockdowns. This meant that the majority of our disadvantaged children were coming to school, were ready to learn and their emotional wellbeing was monitored closely. For those children whose parents/carers did not take up the offer of a school place, the family received an additional weekly phone call from the HT or SENCO or another member of staff to discuss any issues with remote learning and to offer support to the family. Devices and Equipment were provided to ensure disadvantaged pupils could access online learning through our platform, Google Classroom.

Staff are aware that this group have become more disadvantaged following their experience of the pandemic and lockdown. They are a priority for education recovery and catch up interventions.

At the end of 2020/2021 a proportion of our Y6 pupil premium children had additional needs such as SEN or outside agencies involved. Our assessment data showed that 66.6% achieved the standard or above in Reading and Maths. In writing, they were all working towards the standard and writing has been identified as a priority area going forward.

When judging the impact of our PP strategy by academic outcome, the following needs to be considered:

- The attainment of our disadvantaged pupils varies at different times depending on the children plus their individual needs and barriers to learning. Sometimes, our disadvantaged children appear in multiple groups such as SEND, EAL which can then also affect their educational outcomes.*
- Where our pupils do not have SEND, they normally attain within the expected range in comparison to the national average*
- The majority of our disadvantaged children make good progress throughout their time at Norton Free*

- *Disadvantaged pupils also show increased confidence and engagement in learning as a result of targeted interventions, greater levels of support or access to extra-curricular activities*
- *Children leaving our school at the end of Y6 are secondary ready*
- *In 2020/21 we had 24 children on the FSM register. In addition, 5 children were looked after, 6 children were adopted from care - none of these children had EAL. 10 of these children had SEND and one child had an EHCP.*

In Y6 last year, 3 children were PP and all have moved successfully to their next stage in education.

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
Birmingham Toolkit	Birmingham City Council
Trauma Informed Training approach	SCC

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A