

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.

School overview

Detail	Data
School name	Norwood Primary
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	25
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Full Governing Body
Pupil Premium lead	Jane Cockerill
Governor / Trustee lead	Chris Sutton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,595
Recovery premium funding allocation this academic year	£7,685
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	£79,280

Part A: Pupil Premium Strategy Plan

Statement of intent

At Norwood, we aim for disadvantaged pupils to be able to make good progress from their starting points, with the ultimate aim of being able to read, write and understand maths at the expected level.

Pupils will be provided with a range of experiences that enable them to access learning alongside the knowledge and understanding of their peers.

We aim for all disadvantaged pupils to show resilience, stamina and perseverance for learning new things and a drive to achieve their best.

Quality First Teaching is the key principle of our strategy plan- with the intention of arming our teaching staff with the skills and resources to ensure all children make good progress in every lesson.

We aim for all disadvantaged children to have positive emotional well-being to enable them to be able to focus on learning and gain the most from teaching.

Challenges

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

Challenge number	Detail of challenge
1	Lack of interest in reading
2	Poor spelling
3	Lack of stamina for writing
4	Low attendance or repeated 'lates'
5	Poor mental well-being due to trauma, pre-existing mental health needs and/or effects of parental separation
6	Speech, language and communication skills

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
Pupil Premium pupils will demonstrate reading for pleasure behaviours by being able to identify books and authors that they enjoy, and choosing to read as an enjoyable activity.	<p>Through pupil discussion, pupils can identify authors and poets that they enjoy.</p> <p>Observations and teacher feedback demonstrates that pupils show an enjoyment of the class book and their positive comments demonstrate that they look forward to story time.</p> <p>Through pupil discussion, pupils can talk about books they have read with enthusiasm and are keen to read more.</p>

<p>Pupils will be able to spell age appropriate words within their everyday written work and achieve at least 80% in summative spelling assessments.</p>	<p>Written work in books demonstrates that pupils in KS2 can spell all of the Common Exception Words from Year 1 and 2, and any words appropriate to their prior age groups.</p> <p>Pupils who are in receipt of Pupil Premium but do not have a SEN condition affecting their spelling, will achieve at least 80% in summative spelling assessments.</p>
<p>Teachers use the Talk for Writing approach to engage all learners in the writing process.</p> <p>Pupils write at an appropriate length for their age and, where there are no SEN needs affecting English learning, pupils are working at the expected standard.</p>	<p>Planning, observations and written work in books demonstrates that teachers have a good knowledge of the Talk for Writing approach and that this enables pupils to use the grammar, punctuation and text features successfully in their final written piece.</p> <p>By the Summer Term of each academic year, the collection of written pieces for children who are pupil premium with no SEN need affecting English, are working at the expected standard.</p>
<p>Pupils' attendance will be at least 96%. Pupils are not late more than 4 times within a half term.</p>	<p>Attendance is at least 96% for pupils who receive Pupil Premium.</p> <p>Pupils do not trigger more than 4 'lates' within a half term.</p>
<p>Parents feel confident in managing their child's behaviour and SEN needs.</p> <p>Pupils with SEN needs are able to access the curriculum at their level of understanding and make good progress from their starting points.</p>	<p>Parents engage with the Early Help process when offered.</p> <p>Parents engage with parenting programmes when offered through the Early Help system.</p> <p>Families access support in managing their child's needs and feel that their needs are met within 18 months of opening an EHA.</p> <p>Pupils meet the targets outlined in their EHCP and learning plans at each review.</p>
<p>Pupils with speech pronunciation difficulties improve their spoken language and no longer require speech therapy after Year 4.</p> <p>Pupils' level of oral language is on par with non-disadvantaged peers (+/- 10%)</p>	<p>Pupils receiving speech therapy are discharged by Year 4.</p> <p>Pupils who start with low levels of oral language exit the NELI programme on par with their peers by the end of Year 1</p>

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: £19,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train all staff members in Read, Write Inc. and Read Write Inc. Fast Track Tutoring. Implement training and monitoring cycle for staff delivering RWI.	EEF Teaching and Learning Toolkit- Phonics is a low cost, high impact teaching tool. <i>...pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches</i> <i>Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Train relevant members of staff in the NELI programme and implement the approach in Reception and Year 1 for identified pupils.	EEF Teaching and Learning Toolkit- Oral Language is a tool that provides very high impact for very low cost: <i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3, 6
Improve the Quality First Teach within all lessons including Reading for Inference teaching and learning with masterclass and HLTA support.	EEF Teaching and Learning Toolkit- Reading Comprehension Strategies is a tool that provides very high impact for very low cost: <i>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</i> <i>Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 3, 6

Redesign the library and update library provision to meet all learners interest and raise the % of children who read for pleasure. Develop staff knowledge of books and ensure all classes have access to engaging texts.	<i>The Organisation for Economic Co-operation and Development (OECD)'s Programme for International Student Assessment (PISA) said as recently as 2021 that 'PISA data consistently shows that engagement in reading is strongly correlated with reading performance and is a mediator of gender or socio-economic status'. The OECD emphasised: 'Reading practices can play an important role in reducing the gap between the reading proficiency scores of students from different socio-economic backgrounds'.</i> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf	1, 3, 6
All staff will receive training regarding the Talk for Writing approach	EEF Improving Literacy at KS2: Recommendation 4 <i>Teach writing composition strategies through modelling and supported practice.</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2, 3, 6
Spelling app plus training for the app	EEF Improving Literacy at KS1: Recommendation 6 <i>Spelling should be explicitly taught. Teaching should focus on spellings that are relevant to the topic or genre being studied.</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 EEF Improving Literacy at KS2: Recommendation 5 Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-2	2, 3
All staff to access training in SEND needs that are prevalent at Norwood- academic year 2021-2022 focus on Autism.	EEF: SEN in Mainstream Schools:~ Recommendations 1 and 2 <i>Create a positive and supportive environment for all pupils without exception.</i> <i>Build an ongoing, holistic understanding of your pupils and their needs.</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2, 3, 4, 5, 6
Training for the Mental Health Ambassador, and time and resources to implement whole school mental health approach.	<i>Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils and students, by developing approaches tailored to the particular needs of their pupils and students. Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges can also help foster readiness to learn.</i> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf	5

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Resourcing and time to deliver the NELI programme</i>	The independent evaluation of this project in 193 schools found positive impacts on children's language, equivalent to about +3 months of additional progress for children receiving the 20-week intervention in reception. This was the third trial of the Nuffield Early Language Intervention showing positive effects. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1	1, 2, 3, 5, 6
<i>Resourcing and time to deliver the Fast Track Tutoring programme</i>	Reading Framework- Page 67 To enable children to keep up, they should be given extra practice, either in a small group or one-to-one, whether or not a specific reason has been found... https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1050849/Reading_framework_Teaching_the_foundations_of_literacy_-_July_2021_Jan_22_update.pdf	1, 2, 3, 5, 6

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer to monitor attendance on a weekly basis and support families to improve their attendance and punctuality.	<p><i>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.</i></p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1039223/School_attendance_guidance_for_2021_to_2022_academic_year.pdf</p>	4
Train a Mental Health Ambassador for school. Implement whole school approach to mental well-being.	<p>...evidence suggests that some children and young people, especially those with certain characteristics, such as those who are disadvantaged economically, females, and those with pre-existing mental health needs, appear to have experienced greater negative impacts on their mental health and wellbeing</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf</p>	1, 2, 3, 4, 5
Split Year 6 in two halves to ensure high child:adult ratio and greater quality and frequency of positive learning interactions.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>The evidence suggests that significant effects of reducing class size are not seen until the number of pupils has decreased substantial (to fewer than 20 or even 15 pupils). Crucially, a reduction in class size is only likely to be effective if it permits teachers to change their teaching approach to the extent that this changes the learning behaviours of pupils. High quality implementation of reducing class size might consider:</p> <ul style="list-style-type: none"> • Additional opportunities to provide feedback on pupils • Time for high quality interaction between pupils and teachers 	1, 2, 3, 5, 6

Total budgeted cost: £ 79,280

The impact of the listed activities will be monitored using PiXL/ SATs assessments, attendance data, NELI baseline/ exit assessments, Read Write Inc phonics assessments, and entry/exit questionnaires.

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.

Aim	Outcome
Attainment in Reading and Writing	<p>Pupil Premium (non- Pupil Premium):</p> <p>Reading</p> <p>Year 6- 67% (39%)</p> <p>Year 5- 50% (69%)</p> <p>Year 4- 50% (63%)</p> <p>Year 3- 43% (75%)</p> <p>Year 2- 28% (61%)</p> <p>Year 1- 13% (15%)</p> <p>Writing</p> <p>Year 6- 67% (44%)</p> <p>Year 5- 63% (72%)</p> <p>Year 4- 63% (50%)</p> <p>Year 3- 43% (61%)</p> <p>Year 2- 0% (13%)</p> <p>Year 1- 38% (38%)</p> <p>Reception GLD- 40% (16%)</p>

Attainment in Mathematics	Pupil Premium (non- Pupil Premium): Maths Year 6- 67% (55%) Year 5- 75% (86%) Year 4- 75% (55%) Year 3- 29% (48%) Year 2- 57% (65%) Year 1- 38% (48%)
Phonics	57% of Y2 disadvantaged pupils achieved the phonics check which was below the most recent national data of 71% (disadvantaged 2019)