

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	202
Proportion (%) of pupil premium eligible pupils	33.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
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	£ 86,520
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	£ 86,520

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	Limited world knowledge and experience
5	Low attendance or repeated 'lates'
6	Poor mental well-being due to trauma, pre-existing mental health needs and/or effects of parental separation
7	Speech, language and communication skills
8	Special Educational Needs

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
<p>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> <p>Pupils will be able to read fluently (at least 90 wpm), having the skills to decode unfamiliar words, by the end of Year 3.</p>	<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: £46,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Train remaining staff members in Read, Write Inc. and Read Write Inc. Fast Track Tutoring. Implement training and monitoring cycle for staff delivering RWI. Implement weekly staff training session.</p> <p>Resource <i>Read Write Inc Fresh Start</i> for pupils in Upper Key stage 2 and implement the programme for pupils who are unable to read 90wpm+.</p>	<p>EEF Teaching and Learning Toolkit- Phonics is a low cost, high impact teaching tool.</p> <p><i>...pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches</i></p> <p><i>Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 8</p>
<p>Release relevant members of staff to deliver the NELI programme and implement the approach for identified pupils.</p> <p>Engage with the Language Link programme to identify pupils with Speech and Language Needs early and implement provision.</p>	<p>EEF Teaching and Learning Toolkit- Oral Language is a tool that provides very high impact for very low cost:</p> <p><i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 2, 3, 7, 8</p>

<p>Improve Quality First Teach within all lessons including Reading for Inference teaching and learning. Teachers to identify QFT strengths and areas to develop through staff training, evaluating and monitoring activities.</p>	<p>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</p>	<p>1, 3, 4, 6</p>
<p>Resource the library so that all groups of pupils are represented through the texts available and raise the % of children who read for pleasure. Develop staff knowledge of books and ensure all classes have access to engaging texts.</p>	<p><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/100098/6/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p>	<p>1, 3, 4, 6</p>
<p>Develop staff confidence with Talk for Writing through further training with the consultant. Focusing on implementing grammar and application of skills. Staff meetings and evaluating and monitoring activities to support staff to implement the Talk for Writing approach in English lessons.</p>	<p>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</p>	<p>2, 3, 6, 8</p>
<p>Implementation of a focused approach to teaching spelling patterns, with the support of RWI spellings and individual tailored spelling word walls.</p>	<p>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</p> <p>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</p>	<p>2, 3, 8</p>

<p>Whole school approach agreed for supporting children with key SEND diagnoses. Development of Ordinarily Available Provision for each of the areas of SEND. Develop staff knowledge and understanding of how to plan and teach pupils with EHCPs.</p>	<p>EEF: SEN in Mainstream Schools:~ Recommendations 1 and 2 <i>Create a positive and supportive environment for all pupils without exception. Build an ongoing, holistic understanding of your pupils and their needs.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>
<p>Training for the Mental Health Ambassador, and time and resources to implement whole school mental health approach.</p>	<p><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></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>	<p>4, 5, 6, 7, 8</p>

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Resourcing and time to deliver the NELI and SaLT programmes</i></p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1</p> <p>The Education Endowment Fund, 8 recommendations for Improving Literacy in KS1.</p> <p>Recommendation 1: Develop pupils’ speaking and listening skills and wider understanding of language</p> <p><i>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</i></p> <p><i>Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children’s language and thinking during interactions and activities such as shared reading.</i></p> <p><i>Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>
<p><i>Resourcing and time to deliver the Fast Track Tutoring programme to pupils in R, 1, 2, 3, 4</i></p>	<p>Reading Framework- Page 67</p> <p>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...</p>	<p>1, 2, 3, 5, 6, 7, 8</p>

	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	
<i>Implement small group and individualised mental health support for pupils who require targeted intervention. Resourcing small group and 1:1 interventions.</i>	<p><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></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>	4, 5, 6, 7, 8

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

Budgeted cost: £10,000

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>	5
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>	4, 5, 6, 8
Implement an emotional literacy whole school approach to raise children's awareness of their emotions and how to manage these.	<p><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></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, 3, 4, 5, 6, 7, 8

Total budgeted cost: £ 86,520

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 2023 to 2024 academic year.

Intended outcome	Success criteria	Progress towards Intended Outcome
<p>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>	<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>A virtual visit to school by Joshua Seigal, poet, has raised the profile of poetry and children are enthusiastic about borrowing his books from the library. Many children now comment that they like poetry but previously didn't like it.</p> <p>Book giveaways continue to be popular, especially amongst Pupil Premium children. Comment such as 'we can keep them forever' and 'this is the best day ever' are common at book giveaways.</p> <p>Author Club was very popular with 19% of the Pupil Premium cohort attending. 13% of the Pupil Premium cohort have their writing published in a real book, copies can be found in the school library.</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>Spelling continues to be a focus for Pupil Premium cohorts with many pupils working below their year group for spelling.</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>Working walls alongside work in books demonstrate a Talk for Writing learning journey across school.</p> <p>Regular CPD has supported staff to build knowledge of each stage of Talk for Writing. All staff have been trained by a Talk for Writing consultant in narrative and received regular CPD through staff meetings to deepen knowledge and review application across school of each stage.</p> <p>Writing for Pupil Premium continues to be a focus:</p> <table border="1" data-bbox="1536 616 2128 839"> <thead> <tr> <th></th> <th>R</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>57</td> <td>54</td> <td>30</td> <td>33</td> <td>13</td> <td>64</td> <td>66</td> </tr> <tr> <td>PP no SEN</td> <td>100</td> <td>80</td> <td>43</td> <td>40</td> <td>17</td> <td>88</td> <td>86</td> </tr> </tbody> </table>		R	1	2	3	4	5	6	PP	57	54	30	33	13	64	66	PP no SEN	100	80	43	40	17	88	86
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<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>Pupil Premium attendance is currently at 94.1% with 5% authorised absence. Non Pupil Premium Attendance is at 96.3% with 3.2% authorised absence.</p> <p>Lates are of concern with a small selection of Pupil Premium children. However with the new attendance penalty notice rules, this is likely to improve.</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>Across the academic year 2023-2024, 13 pupils no longer required an Early Help assessment as there were no further needs outstanding. This was either supported with a Family Support Worker, access to the Community Paediatrician for further investigation, access to workshops specific to their child's needs, access to charity networks.</p>																								

	Pupils meet the targets outlined in their EHCP and learning plans at each review.	<p>Pupils with EHCPs are made good progress against their targets. The three pupils who have an EHCP and receive Pupil Premium funding are able to access the curriculum for their age group with support from an adult.</p> <p>The school website has a wealth of self-help on the Family Support page and the SEN Newsletter also highlights support available to families.</p> <p>Across the academic year 2023 - 2024, 7 EHAs were opened. 3 of these were for Pupil Premium children. All 3 of these were opened for a pupil who required an Autism or ADHD assessment.</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>	<p>Of the 6 PP children accessing Speech and Language therapy, two in Y3 have been discharged and . The rest are in Reception to Year 2.</p> <p>4 Pupil Premium children in KS1 have speech and language needs that are likely to be lifelong as these are impacted by an additional medical diagnosis.</p>

Key Stage 2

Reading	Norwood Primary Pupil Premium	Norwood Primary Non-Pupil Premium	National All Children
EXS+	66%	91%	74%

GDS	22%	29%	
Average Scaled Score	105	107	105
Writing	Norwood Primary Pupil Premium	Norwood Primary Non-Pupil Premium	National All Children
EXS+	66%	91%	72%
GDS	33%	24%	
Average Scaled Score	n/a	n/a	n/a
Maths	Norwood Primary Pupil Premium	Norwood Primary Non-Pupil Premium	National All Children
EXS+	44%	95%	73%
GDS	33%	44%	
Average Scaled Score	102	107	104
GPS	Norwood Primary Pupil Premium	Norwood Primary Non-Pupil Premium	National All Children
EXS+	66%	91%	72%

GDS	33%	48%	
Average Scaled Score	105	108	105

RWM Combined	Norwood Primary Pupil Premium	Norwood Primary Non-Pupil Premium	National All Children
EXS+	44%	90%	61%
GDS	22%	14%	8%

Year 4 Multiplication Tables Check

	Norwood Primary Pupil Premium	Norwood Primary Non-Pupil Premium	Norwood All Year 4
Mean Score (/25)	20	23	22
% Achieving Full Marks	38%	41%	40%

Key Stage 1 – Teacher Assessment

8 Pupil Premium children in a cohort of 30

Reading	Norwood Primary	Norwood Primary	National
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	Pupil Premium	Non-Pupil Premium	All Children
EXS+	77%	55%	68%
GDS	33%	15%	
Writing	Norwood Primary Pupil Premium	Norwood Primary Non-Pupil Premium	National All Children
EXS+	44%	55%	60%
GDS	0%	0%	
Maths	Norwood Primary Pupil Premium	Norwood Primary Non-Pupil Premium	National All Children
EXS+	77%	65%	70%
GDS	33%	10%	
<u>Phonics</u>			
	Norwood Primary Pupil Premium	Norwood Primary Non-Pupil Premium	National All Children

Year 1 – 32+	62%	100%	83%
Year 1 – Average Mark	35	36	

Year 2 – 9 Pupil Premium children in a cohort of 30

	Norwood Primary Pupil Premium	Norwood Primary Non-Pupil Premium	National All Children
Year 2 - 32+	88%	90%	90%
Year 2 - Average Mark	32	35	