

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	Norman Street Primary
Number of pupils in school	329
Proportion (%) of pupil premium eligible pupils	22%
Academic years that our current pupil premium strategy plan covers	2022/23 2023/24
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Karen Hodges Acting Headteacher
Pupil premium lead	Karen Hodges Acting Headteacher
Governor lead	Lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,735
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We use a significant proportion of our budget to provide additional teaching support, especially during the early years of school. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also to support the well-being of all pupils, especially our disadvantaged pupils which research tells us has been adversely affected by covid lockdowns. These manifest as reduced concentration and less developed social skills. We will also fill any gaps in their learning, focusing especially on Maths and English.

We will intervene early to ensure that interventions have the maximum impact possible. All staff take responsibility for disadvantaged pupils' outcomes and their progress is tracked carefully and discussed regularly at Pupil Progress meetings.

We have a vacancy for a Pupil Progress Governor to be appointed to work alongside the Pupil Premium Lead to track progress and to provide challenge.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	<p>On entry to Reception class in the last 3 years, between 65-75% of our disadvantaged pupils arrived with below age-related expectations compared to 50-60% of other pupils.</p> <p>Our data shows that (using past papers) 62% of PP children passed KS2 reading SATS compared to 88% of non PP children.</p> <p>75% of PP children passed Maths compared to 86% of non PP children.</p> <p>62% of PP children achieved at the expected level for writing compared to 76% of non PP children.</p>
3	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>The % of our children who are now claiming Free school meals has increased and we regularly provide support with uniforms, whitegoods, shopping vouchers and food donations to our disadvantaged families.</p>
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. These issues are ongoing as reduced income and increased cost of living continue to have an impact on disadvantaged families.

## 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.	<p>KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</p> <p>KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</p>

	<p>Phonics screening results in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</p> <p>End of Foundation data in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

## 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: **£8,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to annual subscription to Accelerated reader, Cornerstones, Times Tables Rock Stars and Big Maths.	EEF Toolkit+ 4 months Digital Technology.	1, 2,
Annual subscription to Century which all staff have been trained in and have access too. This provides individualised learning to fill the gaps in learning for pupils in the core subjects.	EEF Toolkit+ 4 months Digital Technology.	1,2
All staff to have access to effective CPD through the National College.	EEF Toolkit + 7 months- Metacognition and self- regulation	1,2

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

Budgeted cost: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued funding for two STAS to operate the Key worker system in Busy Bees.	EEF Toolkit- + 5 months- Early years Teaching Assistant interventions+ 4 months	1, 2
Employment of two additional apprentices to work in KS2 to provide support to new year 3s	EEF Toolkit + 4 months small group tuition.	1,2

<p>in particular who were most adversely affected by covid lockdowns.</p> <p>The employment of additional support staff enables targeted groups to take place in year 3.</p>	<p>EEF- toolkit +4 months- small group tuition + 4 months- teaching assistant interventions.</p>	<p>1,2</p>
<p>Introduction of a new phonics scheme and training for staff.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>EEF Toolkit- Phonics + 5 months</p>	<p>1</p>

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

Budgeted cost: **£38,935**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>To enable all children to access school visits and residential trips.</p>	<p>EEF Toolkit + 3 months – Arts participation.</p>	<p>3,4</p>
<p>Purchase of new well being pod to enable the use of a designated space to be used to support the emotional well being of individuals and groups of children.</p> <p>Appointment of a new Pastoral Support worker to work with parents and children to promote attendance and emotional well being.</p>	<p>EEF Toolkit + 4 months- Social and emotional learning EEF Toolkit + 4 months- behaviour interventions.</p> <p>EEF Toolkit- + 4 months- parental engagement.</p>	<p>4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified and to provide support for our families at this challenging economic time.</p>	<p>3</p>

**Total budgeted cost: £97,735**

## 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 2021 to 2022 academic year. Reviewed July 2022.

Carefully targeted early intervention groups are being provided by teachers and teaching assistants to support the needs of Pupil Premium children and progress is being carefully monitored and tracked at Pupil Progress meetings.

Internal data shows that PP children are performing at the same levels as non PP children and, in some cases, PP children are outperforming non PP children. The gap between Pupil Premium and non Pupil Premium children is diminishing, as noted by Ofsted Nov 2018.

#### **IMPACT OF INTERVENTIONS:**

##### **Contribution to catch up funding**

This has enabled targeted group work to take place throughout the year. This has meant that we have been able to fill the gaps that have been left by Covid closures and has ensured that the targeted children are achieving to their full potential.

##### **Employment of additional TA support**

The additional TA and apprentice support in KS1 provided valuable emotional and educational support to our youngest children. Groups were carefully identified and gaps filled, especially in phonics and reading which suffered the most during lockdown. The impact of this can be seen in our Phonics results this year.

The continued support from 2 very experienced Senior teaching Assistants in Early years enabled the children who had missed periods of nursery provision to settle well into the provision and achieve end of year results that were above average for Cumbria,

Resources were provided to give emotional support and any identified external advice and support provided. See data below for results of phonics re-screening in Year 2.

The employment of an additional TA in year 6 (a qualified teacher) enabled targeted groups to be carried out across the year group and resulted in SATS results slightly above national average.

See data below:

**EYFS: GLD- All children- 62% PP children-**

No difference between PP and non PP although these are lower than in previous years.

**Year 1 Phonics Screening 2022**

**All children- 82% PP children-**

Some PP children out performed non PP children although these are lower than in previous years.

**Key Stage 2 SATS 2022**

**Reading- All children- 78% PP children**

**Maths- All Children-72% PPchildren**

**Writing- All Children – 65% PPchildren 62%**

**Reading, writing, maths combined- All children- 71% PP children**

**KS1 SATS 2022:**

**Reading- All children-59% PPchildren-**

**Maths- All children-61% PP children-**

**Writing- All children-68% PPchildren-**

**Reading, writing, Maths combined- All children-63 % PP children-**

**Subscription to online resources:**

The purchase of these resources, as well as each child from year to year 6 having their own IPAD, has given all children access to good quality digital resources to use in school and at home to develop basic skills in English and Maths and to fill any gaps.

### **School visits and residential:**

Residential visits for all children in KS2 began again this year. The vast majority of children took part and benefited greatly from this widening of their experience, The visits were partly subsidised to make them accessible for all.

Three families received bursary payments to enable their children to attend.

Each year group also attended day trips and visits, including a trip to the theatre, which again was partly subsidised by school to enable everyone to attend.

## **Further information (optional)**

### **Additional activity**

We will commission a Pupil Premium Review to be carried out in conjunction with our Pupil Premium Governor during 2023/24 to assess the impact of this strategy and it will be five years since our last Pupil Premium review.

A new Pupil Premium governor will need to be appointed due to the resignation of the current post holder.