

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	Norman Street Primary
Number of pupils in school	338
Proportion (%) of pupil premium eligible pupils	19.8%
Academic years that our current pupil premium strategy plan covers	2021/2022 2022/23 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Carolyn Murray Headteacher
Pupil premium lead	Karen Hodges Deputy Headteacher
Governor lead	Paul Lawlor Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,340
Recovery premium funding allocation this academic year	£9,849
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	£99,189

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.

A new Pupil Progress Governor has been 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
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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. Last year 68% of children (PP and Non PP) achieved GLD- This is lower than in previous years due to covid lockdowns.</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.	KS2 maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
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"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: **£5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to annual subscription to Accelerated reader, Cornerstones, Times Tables Rock Stars, Big Maths on Line and Myon.	EEF Toolkit+ 4 months Digital Technology.	1, 2,

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

Budgeted cost: **£83,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued employment of an additional TA in KS1 to run targeted intervention groups. Continued funding for two STAS to operate the Key worker system in Busy Bees. Employment of two additional apprentices to work in KS1. Employment of an additional TA to run targeted intervention groups in Year 6.	EEF Toolkit- + 5 months- Early years EEF Toolkit + 4 months small group tuition.	1, 2
Additional phonics sessions targeted at disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics	1

who require further phonics support. The employment of additional support staff enables targeted groups to take place.	interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: EEF Toolkit	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£11,189**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enable all children to access school visits and residential trips.	EEF Toolkit + 3 months – Arts participation.	3,4
Resources to be purchased to support with well-being, Maths and English and any other areas identified by staff.	EEF Toolkit + 7 months- Metacognition and self-regulation EEF Toolkit + 5 months- collaborative learning EEF Toolkit + 4 months- behaviour interventions.	All
Contingency fund for acute issues.	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.	All

Total budgeted cost: £99,189

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.

Following a challenging 18 months of Covid lockdowns, all ability groups continue to be catered for and each child has received extra provision to support any barriers to learning.

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.

No mandatory testing took place again this year ,but 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.

Subscription to online resources

This has been invaluable this year in enabling all children to access home learning. Children were able to continue daily Maths and English lessons using this technology.

Children took Ipads home to facilitate this.

The children were therefore able to continue to progress during lockdown and meant that the gaps when they returned to school were not substantial.

Employment of additional TA support

During lockdown this additional support proved to be invaluable. The two members of staff in Early years ran the hub provision for early years children daily. This meant that these vulnerable children received excellent support and enabled them to continue to make good progress (as the data below shows).

The additional TA 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.

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.

See data below:

EYFS: GLD- All children- 68% PP children- 68%

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

Year 1 Phonics Screening- Data collected in Autumn term of year 2 this year: All children- 73% PP children- 77% (at expected level)

So PP children out performed Non PP children although these are lower than in previous years.

Key Stage 2 SATS- Data collected from using previous papers

Reading- All children- 88% PP children 62% (8 children- 1 child exempt from test.)

Maths- All Children-86% PPchildren 75% (8 children- 1 child exempt from test)

Writing- All Children – 76% PPchildren 62% (8 children- 1 child exempt from test)

Reading, writing, maths combined- All children- 76% PP children- 62% (8 children- 1 child exempt from test)

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.