

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 PPEP 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. (December 22)

School overview

Detail	Data
School name	Norwood Primary
Number of pupils in school	591
Proportion (%) of pupil premium eligible pupils (PPEP)	22%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	L.Dumbell Head Teacher
Pupil premium lead	T. Bennet Deputy Head Teacher
Governor / Trustee lead	A.Hanlon: Lead for PPEP pupils
Dec 2022 – Pupil numbers have increased to 616 and 23% of these are PP eligible	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 146,395
Recovery premium funding allocation this academic year	£14,645
Pupil premium funding carried forward from previous years	£15,000
Total budget for this academic year	£176,040
Dec 2022 review – Total £179,088	

Part A: Pupil premium strategy plan

Statement of intent

At Norwood Primary we take a 'Pupil Premium First' approach. We target the use of Pupil Premium Grant funding to ensure that our PPEP pupils receive the highest quality of education to enable them to become active, engaged, socially responsible pupils of Norwood, now, and as citizens in the future. We will also consider the needs of other vulnerable pupils, e.g. those who have a social worker. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps while recognising that barriers faced are varied and a 'one size fits all' approach is not appropriate nor effective.

Our objectives are:

- *Remove barriers to learning created by poverty, family circumstance and background*
- *Narrow the attainment gaps between PPEP and their non-PPEP counterparts both within school and nationally*
- *Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.*
- *To embed phonics teaching, through developing subject knowledge, resources and ultimately improve reading standards.*
- *To foster a love of words both in isolation and in context creating a joy of reading for children.*
- *Develop confidence in their ability to communicate effectively in a wide range of contexts*
- *Enable pupils to look after their social and emotional wellbeing and to develop resilience.*
- *Access a wide range of opportunities to develop their knowledge and understanding of the world*

In order to achieve our objectives and overcome identified barriers to learning we will:

- *Provide all teachers with quality CPD to ensure that pupils access effective high quality teaching (HQT)*
- *Provide targeted intervention and support to quickly address identified gaps in learning including the use of questioning and feedback, small group work, 1:1 tuition*
- *Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences*
- *Provide opportunities for all pupils to participate in enrichment activities*
- *Provide appropriate mental health support to enable pupils to access learning within and beyond the classroom.*

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	<i>Gaps in reading / phonics - Assessments, observations, and discussions with pupils suggest PPEP generally have greater difficulties with phonics, vocabulary and comprehension than their peers; they also have fewer 'life experiences'. This negatively impacts their development as readers.</i>
2	<i>Gaps in maths / times tables - Assessments and observations indicate that maths attainment including times table knowledge among PPEP pupils is below that of non-PPEP pupils</i>
3	<i>Social, emotional and mental health - Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably self-esteem / anxiety, due in part to school closure.</i>
4	<i>Low level of speech, language and communication on entry - Assessments, observations, suggest PPEP pupils are generally starting from a lower point than their peers.</i>
5	<i>Access to wider opportunities - records show fewer PPEP pupils attend clubs and trips than their peers.</i>
6	<i>Limited parental engagement resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition.</i>
7	<i>20% of PPEP pupils have been 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting these PPEP progress.</i>

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 PPEPpupils.	KS2 reading outcomes in 2024 show that 75% PPEP pupils achieve outcomes in-line with, or above, expected standards July 22 – 41%
Improved maths attainment for PPEP pupils.	KS2 maths outcomes in 2024 show that 75% PPEP pupils achieve outcomes in-line with, or above, expected standards July 22 – 32%

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our PPEP pupils.</p>	<p>Sustained high levels of wellbeing from 2024 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations – July 22 84% of parents responding agree or strongly agree that school has supported their child’s health and wellbeing (not just PP) they were supported with their well-being in school Dec 22 Pupil voice showed the majority of PPEP spoken to felt they were supported with their wellbeing. A significant increase in participation in enrichment activities, particularly among PPEP pupils – July 22 Majority of KS1 PP pupils attended at least one club. Once a lunchtime options had been offered to specific children in the summer term the majority of KS2 PP pupils attended at least one club.</p>
<p>To improved oral language and communication skills</p>	<p>NELI, teacher assessments and observations indicate significantly improved communication and oral language skills. July 22 – 11/11 PP pupils who began the programme below average or well below average exited the programme at average/expected.</p>
<p>Improve cultural and childhood experience for all pupils across school. Pupils are fully engaged and participating in the school’s rich extracurricular offer.</p>	<p>Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. A wide range of extra-curricular activities are available to all pupils and financial support is given and pupils access all opportunities and data reflect this is taken up. July 22 Majority of PP pupils attended visits and residentials on offer</p>
<p>Learners are punctual, equipped and ready for school.</p>	<p>Parents are aware that they have access to financial support to assist with purchasing equipment and resources. All pupils have what they need to participate in all activities. Dec 22 Pre-loved uniform shop attendance / use of e-mail increasing each term.</p>
<p>Persistent absence reduces for PPEP pupils.</p>	<p>Attendance data for persistent absentees improves so less than 10% of PPEP pupils are identified as persistently absent and no PPEP has attendance of lower than 80%. Dec 22 PEPP attendance 91% 12/144 PPEP with attendance below 80%</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: £41,000 April 22 £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Training for and delivery of High Quality Teaching (HQT) and high expectations</i></p> <p><i>Whole school Metacognition training and continuous development via the drive team. (release time for drive team)</i></p> <p><i>Whole school training focus to develop the teaching of reading.</i></p> <p><i>Purchase of resources for reading and reading nooks to support this</i></p> <p><i>Storytime magazine and First News</i></p> <p><i>Pupil Premium first approach</i></p>	<p>See EEF Toolkit : ‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p> <p>Durrington Research School / Marc Rowlands ‘ Strategies to address disadvantage stand or fall on how well pupils learn to read’</p>	<p>1, 2</p>
<p><i>First day cover for any teacher absence in year groups identified with a higher level of need.</i></p>	<p>Inconsistencies in staff attendance / high staff turnover can disproportionately impact on the most disadvantaged. Marc Rowlands ‘Addressing Disadvantage The Essex Way’</p> <p>This enables the teams to continue with planned interventions and staff who know the children well are available to observe and support them.</p>	<p>1,2,3</p>
<p><i>Additional TA support in year groups identified with a higher level of need to support in</i></p>	<p>Analysis of barriers identified Y3 and Y4 having the greatest barriers to learning but had the lowest level of staffing. EEF Toolkit and evidence of best practice - Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)</p>	<p>1,2,3</p>

<p><i>class and in small group interventions (as below)</i></p> <p><i>A high level of TA absence 21-22 made this investment less effective. This has not been continued</i></p>		
<p><i>Purchase of digital technology</i></p> <p><i>In place and impacting positively</i></p>	<p>Technology can provide access to additional resources and opportunities for additional learning time, often recording progress and providing feedback to pupils so that they can progress independently.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Using_Digital_</p>	1,2

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

Budgeted cost: £116,000 **£142,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Use of TAs to provide high quality teaching support and feedback in the classroom - intervening, scaffolding, prompting, questioning, modelling and feeding back</i></p> <p><i>Continuing to review and improve regularly</i></p>	<p>Making Best Use of Teaching Assistants EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Feedback (high impact for very low cost +8 months) https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/feedback-approaches</p>	1,2,4
<p><i>Training for TA and delivery of NELI early language intervention small group intervention</i></p> <p><i>TA left for a new job – replacement TA</i></p>	<p>EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.</p> <p>NELI has been identified by the EEF as a promising project.</p>	4

<i>has been trained</i>		
<p><i>TAs deliver structured, time limited small group interventions: Reading Detectives, Vocabulary Wheel</i></p> <p><i>Continuing to review and improve regularly</i></p>	<p>EEF Toolkit and evidence of best practice - Reading Comprehension Strategies (Average impact +6 months), Small Group Work (Average impact +4 months)</p> <p>Making Best Use Of Teaching Assistants EEF Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. Schools should use structured interventions with reliable evidence of effectiveness.</p>	1
<p><i>TAs support daily reading 1:1 Phonics, vocabulary and comprehension focus</i></p> <p><i>In place and impacting positively</i></p>	<p>EEF Toolkit and evidence of best practice - Reading Comprehension Strategies (Average impact +6 months), Small Group Work (Average impact +4 months) Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. 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</p> <p>Durrington Research School / Marc Rowlands 'Strategies to address disadvantage stand or fall on how well pupils learn to read'</p>	1
<p><i>Improve the quality of social and emotional learning (SEL).</i></p> <p><i>SEL approaches will be embedded into routine educational practices through the ROAR programme and supported by professional development and training for staff.</i></p> <p><i>TAs deliver social and emotional interventions:</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	3, 7

<p><i>Sunshine Circles</i></p> <p><i>Being Socially Talented</i></p> <p><i>Time To Talk</i></p> <p><i>Lego Therapy</i></p> <p><i>Continuing to review and improve regularly. Pupil voice shows this is valued.</i></p>		
<p><i>Top-up 25% of tuition costs for Y5 times tables and Y3 phonics, Y1 phonics</i></p> <p><i>Top-up 35% of tuition costs for Y4 times tables and Y3 phonics</i></p> <p><i>Additional phonics sessions targeted at PPEP pupils who require further phonics support. This will be delivered in collaboration with our local English hub</i></p> <p><i>NTP school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be PPEP</i></p> <p><i>Third Space Learning online</i></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. 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</p> <p>https://nationaltutoring.org.uk/about/ Evidence shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress.</p>	<p>1,2</p>

<p><i>Maths Tuition for Y5 & Y6</i></p> <p><i>This was not flexible enough so could not be delivered as intended so lacked impact. Not continued.</i></p>		
<p><i>Homework Club</i></p> <p><i>Valued by both parents and pupils (survey/pupil voice)</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homeworkThe average impact of homework is positive across both primary and secondary school. There is variation behind this average with homework set in primary school having a smaller impact on average.</p>	1,2,6

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

Budgeted cost: £ 10,500 **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Financial and practical support for Y4 and Y6 residentials and other visits and experiences</i></p> <p><i>Valued by both parents and pupils (survey/pupil voice)</i></p>	<p>EEF 2020 Tiered Approach - Wider opportunities</p> <p>OFSTED research 2019 places emphasis on improving cultural capital, particularly for PPEP pupils. In <i>Cultural Literacy</i> (1988), ED Hirsch “to be culturally literate is to possess the basic information needed to thrive in the modern world”.</p>	5,6
<p><i>Financial and practical support for extra curricular clubs</i></p> <p><i>Valued by both parents and pupils (survey/pupil voice)</i></p>	<p>EEF 2020 Tiered Approach - Wider opportunities</p> <p>OFSTED research 2019 places emphasis on improving cultural capital, particularly for PPEP pupils. In <i>Cultural Literacy</i> (1988), ED Hirsch “to be culturally literate is to possess the basic information needed to thrive in the modern world”.</p>	5,6
<p><i>Financial support to attend breakfast club</i></p>	<p>Institute for Fiscal Studies researchers in collaboration with the National Children’s Bureau found that offering relatively disadvantaged primary schools in England support to establish a before-</p>	7

<i>as part of the attendance strategy</i>	school breakfast club can improve pupils' academic attainment. Pupil absences declined as a result of breakfast club provision.	
<i>Support for uniform and kits and milk. (removing barriers and building relationships)</i>	Working with parents to support children's learning EEF 2019 Guidance Report. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents Although uniform and kit do not add value in themselves the impact of belonging to the school and feeling supported on children's self-esteem is positive. 'In the most effective schools...every family should feel a sense of belonging, not judgement.' Marc Rowlands - Addressing Educational Disadvantage	6
<i>Lunchtime active club (Premier Sports) Valued by pupils (pupil voice)</i>	Physical activity has important benefits in terms of health, wellbeing and physical development rather than academic attainment. However, for PPEP children who are unable to access extra-curricular activities this gives some equality of opportunity. 'In the most effective schools...every family should feel a sense of belonging, not judgement.' Marc Rowlands - Addressing Educational Disadvantage	5
<i>Development of the ROAR response to mental health through the training and introduction of ROAR Rockets (peer mentoring) and access to outside counselling provider October 22 On site counsellor one morning a week</i>	https://www.traumainformedschools.co.uk/ EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/	3

Total budgeted cost: £ £167, 500

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.

See Pupil Premium Strategy Sept 19-March 21

Our internal assessment data for 2020- 21 suggest that the performance of PPEP pupils was lower than in previous years in all areas of the curriculum. As evidenced across the country, school closures were most detrimental to PPEP pupils. The impact of this was reduced in part by provision of a high quality remote learning and considerable efforts to support pupils and families. Our observations indicated that initially pupil wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. It appears mental health was more significantly impacted than first thought. This in turn impacts on attainment.

December 2022

Attainment

Internal data shows that all pupils are still struggling to meet expected levels or higher following the disruption of covid. This is, however, having a greater impact on PPEP pupils due to gaps present before covid. The direct tuition interventions for both times table knowledge and phonics knowledge have been successful with the vast majority of pupils knowing at least 95% of the facts/phonics. Speed of recall has increased and application of knowledge is evident. NELI has been particularly successful with 100% of pupils exiting within the average range. Observations of the teaching of reading have been positive and areas which are not fully embraced continue to be addressed through staff meetings and INSET.

Wellbeing

Many of our PPEP pupils benefit from our ROAR programme daily and pupil voice shows that it is well understood and well received. The majority of children also enjoy SEMH interventions and report feeling supported and listened to. Staff feel they know the children better and are better able to support them.

Wider opportunities

Homework club is well established and well attended. Parents report that this is very helpful as many do not have time/resources at home to support their child and this

gives them one less worry. Children report they like knowing they have got the majority of their homework done, so they are more relaxed at home.

Clubs, visits and residential have been increasingly better attended. Parents report that the financial support allows their children to access these. The majority of PPEP children are keen to participate in wider opportunities. Where an individual is not keen to attend all barriers are looked at to make access as open as possible.

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
Third Space Learning Math Intervention - this was not effective for our pupils	Third Space Learning
Nuffield Early Language Intervention (NELI)	Elkan
ROAR Response Programme for mental health	Liverpool CAMHS
Times Table Rockstars	Maths Circle Ltd

Further Information

Over the next 2 years the plan will adapt to include:

- developing staff (including TAs) understanding of metacognition as part of improving HQT
- train and employing a drawing and talking therapist and a SALT specialist/counsellor