



Norton Hill Primary School

Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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. As a new school we only had one pupil eligible for funding in our first cohort of children, this increased in our second year but we are below national with our current pupil premium numbers. Our current 24/25 school year has 17 children eligible for funding.

School overview

Detail	Data
Norton Hill Primary School	
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	9/24-9/25
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	S Waterhouse/A Denham
Governor / Trustee lead	L Strachan

Funding overview

Detail	Amount
Pupil premium funding allocation academic year 23/24	£21, 735
Pupil premium funding allocation this academic year	£20,620
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	£20,620

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the Governing Body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire knowledge, skills and abilities commensurate with fulfilling their potential both now and in future years.

Our current plan is focussed on supporting children with accessing the core subjects of Literacy and Numeracy. Without skills, knowledge and expertise in the core subjects, there would be no barrier to accessing the full curriculum. Children's key stages of development within the Early Years and KS1 are also a focus at our school. Early identification is paramount and high priority is given to children transitioning in from Nursery settings and the transition from KS1-KS2 is a consideration as we grow.

Our key principles are:

- ✓ To ensure funding is targeted on groups or individuals*
- ✓ To have high expectations for all children, regardless of their developmental starting points.*
- ✓ To identify and regularly discuss pupils who may be at risk of underachieving, particularly in English and Mathematics and why.*
- ✓ To draw on evidence from our own and others experiences to allocate funding to the activities that are most likely to have significant impact on improving achievement.*
- ✓ To ensure staff are clear about the importance of ensuring that all day to day teaching meets the needs of each and every learner. Quality First Teaching is paramount at Norton Hill Primary School.*
- ✓ To allocate our best teachers to teach any intervention/groups to improve Literacy and Maths.*
- ✓ To allocate a 'catch up' HLTA to lead targeted support to those children identified by teachers.*
- ✓ To regularly review interventions and make adjustments accordingly to suit our learners.*

- ✓ *To ensure all support staff are trained with the necessary skills to help all children to achieve.*
- ✓ *Ensure the school Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it makes to the progress and outcomes of the children.*
- ✓ *To provide well targeted support to improve attendance, behaviour or links with families where these could be barriers to a child's learning.*
- ✓ *To include our Governing Body in the decision making and evaluation process.*
- ✓ *Carefully monitor and evaluate to demonstrate the impact of each aspect of our spending on the outcomes for our pupils.*
- ✓ *To ensure that all of our children know what they need to do to improve by ensuring all have targets and that these are shared with parents and carers.*
- ✓ *To ensure our children have access to a range of clubs, including wrap around care and breakfast club.*
- ✓ *To ensure our families feel supported and have financial support for educational trips, residentials and in house visitors to enhance their learning experiences.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Our pupil premium children as a group are not making as rapid progress in Literacy and Maths as non-pupil premium children. Reallocate staffing to support identified children with catch up sessions in RWM</i>
2	<i>Disadvantaged pupils generally have greater difficulties with phonics and reading than their peers. This negatively impacts their development as readers from Reception. Firm foundations must be prioritised in EYFS.</i>
3	<i>Many children attending our school in nursery and reception have underdeveloped language skills and vocabulary gaps. These are more prevalent among disadvantaged pupils than their peers.</i>
4	<i>Dual vulnerability factor: PP at Norton Hill Primary is linked to SEND children- therefore personal targets are needed for all and additional support will need to be allocated to ensure daily support is given for all.</i>
5	<i>Lack of access to funds for clubs, trips, residential or IT beyond the classroom.</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
1- PP children will make good progress in Reading, writing and maths	<ul style="list-style-type: none"> ✓ Early identification techniques to be used by all staff. ✓ Interventions in EYFS to ensure that early intervention is in place. E.g. bucket, fine motor skills intervention, SALT support and language interventions. ✓ Times tables club targeted at PP to support progress. ✓ Doodle Maths used to enthuse children in maths. ✓ PP children will develop a love of writing through our exciting Literacy curriculum and book choices. ✓ To allocate additional support to ensure our youngest learners are prioritised to close the attainment gap. ✓ Additional activities such as themed writing weeks and workshops will excite and enthuse the children. ✓ Effective feedback given from teaching staff.

<p>2- Pupil premium children will make good progress in reading that is in line with their peers.</p>	<ul style="list-style-type: none"> ✓ PP children at risk of not passing Phonics Screening Check to be identified in Year One and have additional intervention. ✓ PP children will develop a love of reading. ✓ PP children will have the opportunity to access wider reading opportunities including reading to our reading dog and accessing the mobile library. ✓ PP children will engage in any reading challenges set by the school. ✓ They will be heard to read three times per week by an adult at school.
<p>3- Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> ✓ EYFS staff trained in 'Language for Life' intervention. ✓ Early identification prioritised by EYFS staff; children to receive weekly language intervention. ✓ Disadvantaged pupils in the Early Years reach a Good Level of Development in Communication and Language. ✓ 'Book Talk' prioritised in EYFS; PP children to be a focus for comprehension and vocabulary questions. ✓ PP children identified on planning with opportunities to be pre-taught with tier three vocabulary. ✓ SALT screening on offer with SALT TA to lead communication groups weekly. ✓ Daily vocabulary will be included in all Literacy lessons and in our enhanced curriculum- "the more on offer at our school, the more immersed in a new language our children will be. "
<p>4- PP children with identified SEN needs receive appropriate support and assessments.</p>	<ul style="list-style-type: none"> ✓ All staff will have regular dual vulnerability meetings to discuss targeted support for individuals and groups; this will be supported by PP Lead. ✓ Staff meeting allocated to discuss dual vulnerability groups. ✓ Meetings will take place with PP Lead and SENDco ✓ Early identification will be in place which will be led by our SEN lead. ✓ Accurate referrals and targeted interventions/signposting to other services is achieved. ✓ All children will have targets linked to support plans for EHCPs alongside Literacy and Maths- 3 targets each. ✓ SEN Register updated to reflect dual vulnerability at NHP and regular support allocated. ✓ PP/SEND children identified on all plans.
<p>5- All Pupil Premium children will be invited to partake in a range of enrichment and provision at school and beyond and will be prioritised for clubs.</p>	<ul style="list-style-type: none"> ✓ Children will be invited to all clubs and prioritised for places. ✓ All families of pupil premium children will be entitled to discounted trips and events. ✓ Teachers to develop a wider enrichment as we continue to grow as a school- widen our cultural capital to support experiences. ✓ Children have participated in, and can talk enthusiastically about, their extra curricular clubs and academic trips.

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching/Teaching Resources

Budgeted cost: £ 8,000 *Lexplore, HLTA training time for new staff, Language for Life training for EYFS staff, spelling and vocab scheme.*

Activity	Evidence that supports this approach	Challenge number(s) addressed
YN-Y4 (whole school) to deliver quality first teaching from outstanding teachers and support staff.	<i>The EEF's guidance states that high quality teaching is the most powerful way for school's to improve pupil attainment for PP children. This includes enhancing curriculum development, offering regular CPD and pedagogical knowledge and ensuring that assessment is of a high standard.</i>	1, 2, 3 & 4
All PP children will have targeted support led by the PP HLTA in fundamentals maths, reading and writing across all year groups. Lead HLTA will also offer training to other support staff.	<i>The Early Intervention Foundation states that early identification and interventions have a positive impact on all children in receipt, early intervention and support can impact children in progress both short and long term.</i>	1, 2, 3 & 4
Early reading tracking and intervention package	<i>The potential of early support can identify dyslexic traits early on and offer insight to staff into reading interventions and teaching as a complex cognitive and linguistic process-not just an assessment focus.</i>	2 & 3

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

Budgeted cost: Weekly interventions in EYFS linked to language development; Speech and Language Therapist weekly visit; SALT Assistant for focussed interventions groups

£14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>PP children with identified speech and language needs are having regular input via SALT.</i>	<i>The EFF studies show that children make considerable progress in oral language skills then linked to literacy skills when receiving early support in speech and language.</i>	3

<i>Dual vulnerability children will have regular SALT support via care plans and follow up communication interventions.</i>		3 & 5
<i>EYFS children with language delays have additional 'Language for Life' intervention by staff.</i>	<i>Some types of oral language interventions appear to be more effective than others, on average. Interventions which are directly related to text comprehension or problem-solving appear to have greater impact. There is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult. (EFF)</i>	3
<i>Targeted interventions to ensure that PP children keep up with their peers in phonics and reading.</i>	<i>Early identification in Reception and Year 1 ensures that children at risk of not achieving GLD in reading have quick intervention. Children's interventions are quick and do not take children away from quality first teaching.</i> <i>EEF outlines phonics interventions as having a broad and strong evidence base for impacting progress in all learners.</i>	2

6 Wider strategies

Budgeted cost: £4000 Thrive Practitioner-wellbeing and behaviour focus.

Activity	Evidence that supports this approach	Challenge number(s) addressed
We have a high proportion of PP children with SEMH needs. THRIVE interventions will impact teacher time and morale and support our dual vulnerability children on EHCPs and Support Plans.	<i>Schools and settings that have adopted THRIVE have reported many benefits. These include fewer disruptions in class, reduced exclusions and improved academic results. The knock-on effect of this can be better parent-school relationships and improved staff morale.</i> <i>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</i>	4
We are growing our enrichment offer with each new year and will prioritise and allocate space for all PP children first, including breakfast clubs and wrap around care. We will offer subsidised trips to support families in need.	<i>Cultural capital focus: to bring a variety of visitors into school helps to close the vocabulary gap and enrichment clubs to offer a broader range of exposure to our PP children both inside and outside of school.</i> <i>The research found that high-performing schools used a broader range of strategies</i>	5

	<i>to support disadvantaged pupils than lower-performing schools. Successful strategies for supporting children from poorer backgrounds included subsidising trips and extracurricular activities, and directing resources towards the early years and foundation stage.</i>	
--	--	--

Total budgeted cost: £ 26,000

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 2023/24 academic year.

- *95.4% attendance for PP children.*
- *SALT and language therapist support was bought via Critchill School services and used to support dual vulnerability children.*
- *Progress for all Pupil premium children was positive and overall outcomes were impressive above targets set via the Trust in 23/24*